DOCUMENT RESUME

ED 425 285 CE 077 501

AUTHOR Boyter-Escalona, Margaret
TITLE Workplace Literacy Partnership Program. December 1994-November 1997. Final Report.
INSTITUTION Northeastern Illinois Univ., Chicago. Chicago Teachers' Center.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 1998-05-15
NOTE 85p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 502-506 and 508-513. Charts and photocopied photographs may not reproduce well.
CONTRACT V198A40141-96A
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; *English (Second Language); Job Skills; *Literacy Education; Models; *Participative Decision Making; Partnerships in Education; Program Development; Program Effectiveness; Unions; *Workplace Literacy
IDENTIFIERS Textile Industry

ABSTRACT

The Worker Education Program (WEP) provided workplace programs for 1,000 members of the Union of Needletrades, Industrial, and Textile Employees (UNITE) in Chicago, Cleveland, and Cincinnati. It was sponsored by a partnership among the Chicago Teachers' Center of Northeastern Illinois University, the Central States Joint Board of UNITE, and employers. Project outcomes included the following: provided basic workplace skills courses to UNITE members, created customized curricula based on task analysis, created an exemplary governance structure involving all stakeholders, significantly increased participants' workplace basic education skills in various ways, enhanced many workers' level of self-esteem, and created an exemplary collaborative model of workplace education that was widely disseminated. Workers increased their preparedness for continued and future employment and vastly improved their proficiency in English communication, reading, writing, math, and other work-related basic skills areas. Because of their participation, many union members were better able to face the challenges of working in a work environment undergoing changes ranging from the introduction of new technology to shifting global competition. WEP enhanced workers' skills and self-esteem in countless quantitative and qualitative ways and was a collaborative model for adult education programs because the model incorporated all the stakeholders in the decision-making process. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 425 285

Final Report

Workplace Literacy Partnership Program

December, 1994 — November, 1997

Presented to:
United States Department of Education
National Workplace Literacy Program

Submitted by:
Margaret Boyter-Escalona
Program Director: Worker Education Program
Workplace Literacy Partnership Program
PR# V198A40141-96A
Chicago Teachers' Center
Northeastern Illinois University
770 N. Halsted
Chicago, IL 60622
(312) 733-7330, ext. 440

May 15, 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE 077 501

Table of Contents

I.	Introduction	page 2
II.	Highlights	page 4
III.	Succesful Program Components	page 7
IV.	Objectives Accomplished	page 55
V.	Evaluation Activities	page 75
VI.	Conclusion	page 76

I. INTRODUCTION

This program report addresses the final outcomes of the Worker Education Program (WEP) sponsored by a partnership among the Chicago Teachers' Center of Northeastern Illinois University, the Central States Joint Board of the Union of Needletrades, Industrial, and Textile Employees (UNITE), and companies employing the union members. The program was funded by the U.S. Department of Education's National Workplace Literacy Program for three years from December 1, 1994 until November 30, 1997.

The program goals were to provide workplace educational programs for 1,000 members of UNITE in Chicago, IL, Louisville, KY, Cleveland, and Cincinnati, OH. Workers were employed in a variety of manufacturing companies, one health center, and a full service bank. Classes and workshops were designed to enhance workers' basic skills and English as a Second Language to prepare limited English proficient workers for the challenges of working in an environment of new technology and increased global competition.

This report includes qualitative and quantitative data which substantiates that the program met its originally funded goals and is an exemplary program model for worker education programs throughout the nation. The report demonstrates effective program outcomes through successful completion of funded program objectives; provides demographic data on participants; summarizes program activities; and summarizes the dissemination activities throughout the three year grant period. In addition, the report discusses the unique feature of the WEP — its truly collaborative nature in which workers, union, business representatives, and educators had a voice in program direction and operation.

The Worker Education Program model built on the life and workplace experiences of the workers and recognized the value of workers' prior knowledge and skills in the process of developing literacy and other work-related skills. The model incorporated some of the latest research in adult education, and was based on several key factors: a) the involvement of all stakeholders in program planning and implementation; b) individual and company assessment to connect learning to future goals; c) program structured for workers to take ownership; d) job specific, engaging, and culturally relevant customized curriculum; e) the provision of support services for workers; f) the identification and dissemination of promising practices; and g) internal and external evaluation to monitor, modify, and evaluate the effectiveness of the model.

This workplace education program enhanced workers' personal and professional educational needs and it enhanced union solidarity, management effectiveness, and the university's commitment to adult learners.

Students at National Linen in Louisville, Kentucky roleplay a work scenario.

II. Highlights of Program Outcomes

Participant Acomplishments

- 1,307 UNITE workers from 25 participating companies completed 235 English as a Second Language for the Workplace, Communications, Math, GED Preparation, Literacy, and other courses
- 236 workers from 3 participating companies completed a variety of job-related workshops
- Many workers increased their levels of self-confidence
- Many workers' English vocabulary and general communications skills were enhanced
- Participants increased their oral English skills an average of 5.1 points on the BEST Oral test
- Participants increased their written English proficiency skills an average of 6.6 points on the BEST Literacy test
- Participants increased their writing skills an average of 1.0 point on an holistic writing scale
- Increased participants' math skills an average of 3.5 points on the Math TABE Test
- Participants increased their skills an average of 5.7 points on the General Workbased Assessment
- Many workers increased their understanding of safety rules and regulations
- In some companies workers experienced enhanced opportunities for promotion and advancement

Company Accomplishments

- Promoted workers from within the company ranks at Juno Lighting, Suncast, the Amalgamated Bank of Chicago, and the Claretian Medical Center
- Enhanced quality control measures in some companies
- Reduced amount of scrap and waste at some companies
- Increased on-line production at some companies
- Enhanced communication with many workers

Union Accomplishments

- Gained many more active union members
- Increased numbers of members participating in contract negotiations
- Enhanced English communications with union members
- Reduced number of frivolous union grievances
- Enhanced communication with management of the companies
- Increased number of members using union services

University Accomplishments

- Engendered innovative learner-centered educational methodology
- Outreached to non-traditional adult student population
- Collaborated with labor union and area businesses
- Provided educational services to parents of many children enrolled in Chicago Public Schools
- Disseminated program video *Partners in Progress: The Worker Education Program* through out the US to workplace education providers

Participants in the Worplace Communications via Computer Class celebrate their accomplishments at the UNITE Hall in Chicago.

During the past three years, 1,307 workers and UNITE members from 25 participating companies completed over 241 work-related courses and workshops through the Worker Education Program.

Program data indicates that prior to enrolling in WEP courses and workshops, the majority of participants had between one and eight years of schooling. While 20% reported completing between six and eight years of schooling outside of the United States, 36% of these participants reported completing only one to five years of formal schooling. Program-wide, the limited English proficient (LEP) population had an average of seven years of formal education.

With the addition of plants in Ohio (Cincinnati and Bolivar), the program saw an increase in the number of workers who completed high school in the United States. However, many lacked the basic math, writing, and communication skills needed on their jobs. With the addition to the project of workers at a bank and a medical clinic in Chicago, the number of high school graduates and the number of participants who had attended or graduated from college increased. A total of 479 participants had received their education in the U.S., and of these, 367 had completed twelve or more years of schooling.

In Chicago, a large number of the LEP participants were primarily from Mexico and other Latin American countries. Program-wide, 54.7% were of the participants were of Latino origin. Also in Chicago, a fair amount of Asians mostly from China and Taiwan were served, and the program provided classes and workshops to many African Americans and White Americans through the Communications via Computers classes held at UNITE, and through class offerings at the Amalgamated Bank of Chicago and the Claretian Medical Center.

In Cleveland, the program served participants from previous waves of immigration from Eastern Europe and Italy as well as African Americans and Whites. In Cincinnati, while most participants were White with roots in Appalachia, at Kendall-Futuro the program sponsored an ESL class for a variety of immigrants from Asia and the Middle East. In Bolivar, Ohio, a small rural area north of Canton, the program served Whites who have lived in the US for many generations. Participants at Enro in Louisville were mostly from Vietnam, Korea, and Cambodia, and the Middle East. At National Linen in Louisville, many workers were recent arrivals from Cuba.

Of the 1,307 participants who took courses, 69.93% were women and 30.07% were men. Though most of the participants were between 30 and 39 years of age, 55.01% of the workers were between 30 and 49.

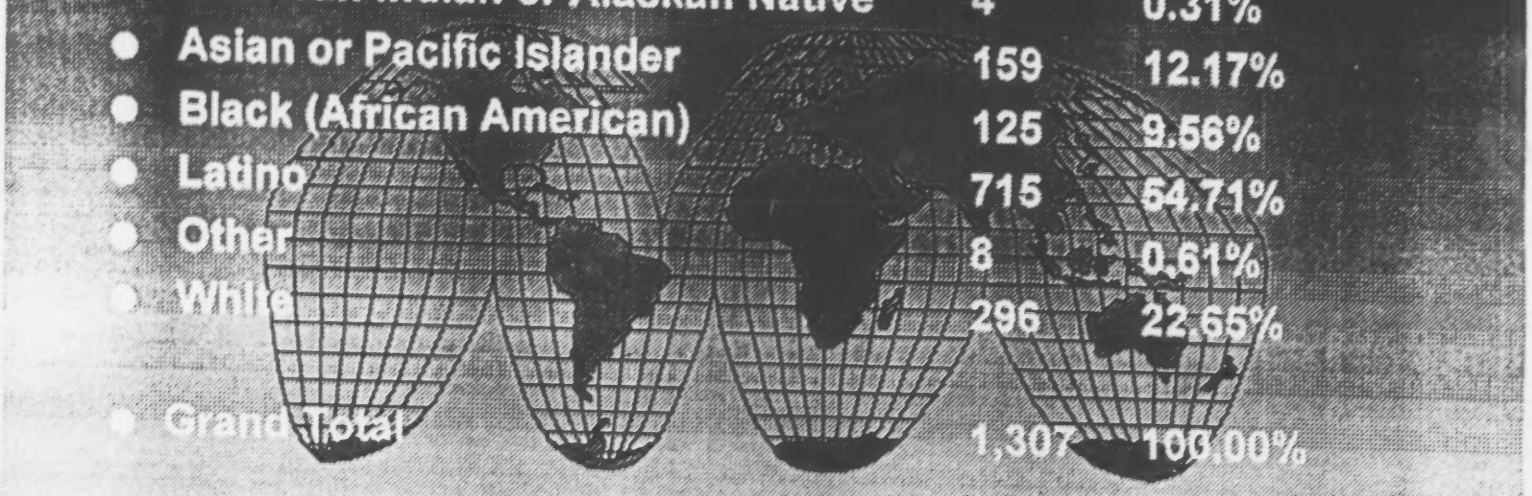
Many workers had never attended adult education courses prior to attending WEP classes. Those who had attended classes reported that they had dropped out of previous ESL and adult education programs because: classes were too large; the subject matter was uninteresting and unrelated to their lives; the teachers were unenthusiastic and did not provide enough individual attention; they could not read and write in their native languages; the programs lacked adequate support services; and they experienced personal problems that were a barrier to completion of the work.

On an anecdotal level, many students reported negative schooling experiences. They felt that they were either "too old" or "not smart enough" to learn. This lack of participants' self-esteem was a factor that the staff attempted to deal with through classroom discussion and a learner-centered methodology leading to a sense of program ownership. Unfortunately, many workers from Juno and Suncast in the Chicago area and workers from the Cincinnati plants had something in common, and that was the "it is not cool " to go to school because "you're trying to show that you are better than the rest of us." Interestingly enough, these were common complaints from many Mexican workers from Juno and Suncast, and many from the Cincinnati area with roots in Appalachia.

WEP addressed these problems by implementing the following practices: limiting class size to 15 students; using teacher aides to provide additional support during classes; incorporating Individual Educational Plans; offering child care services at the union hall; providing transportation stipends to workers who drove or took public transportation to classes; and providing child care stipends to participants who attended classes after work at the factories.

The transportation stipends for those who drove or took public transportation to classes aided many students who were previously deterred from attending ESL classes. Most of the workers were low-salaried assembly line workers with families. Their budgets were restricted to the basics: housing, food, and maintenance of their children. Transportation assistance in any form was welcomed. The workers were primarily assembly line workers earning salaries between $3.85 and $12.00 per hour.

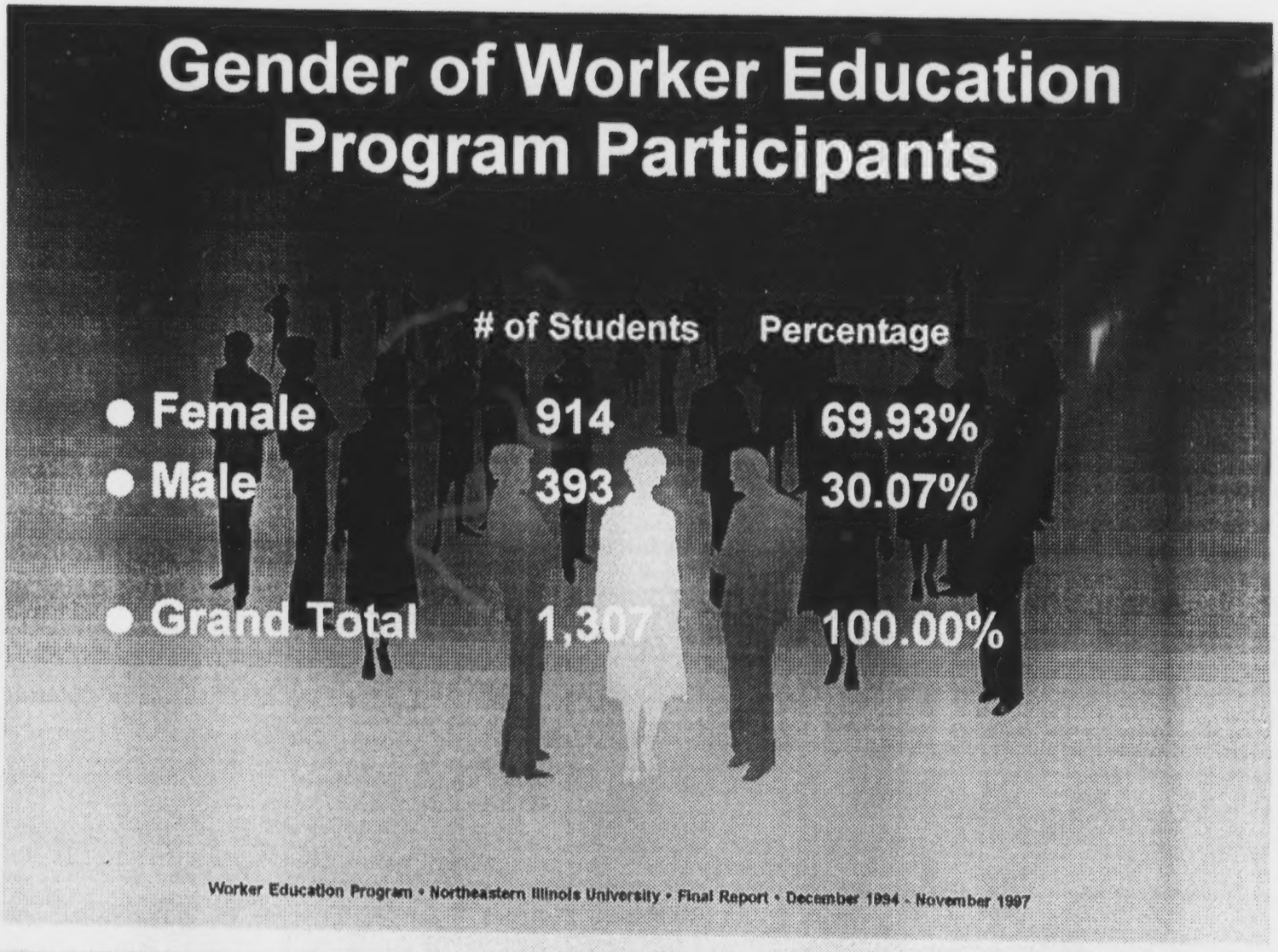
Ethnicity of Worker Education Program Participants



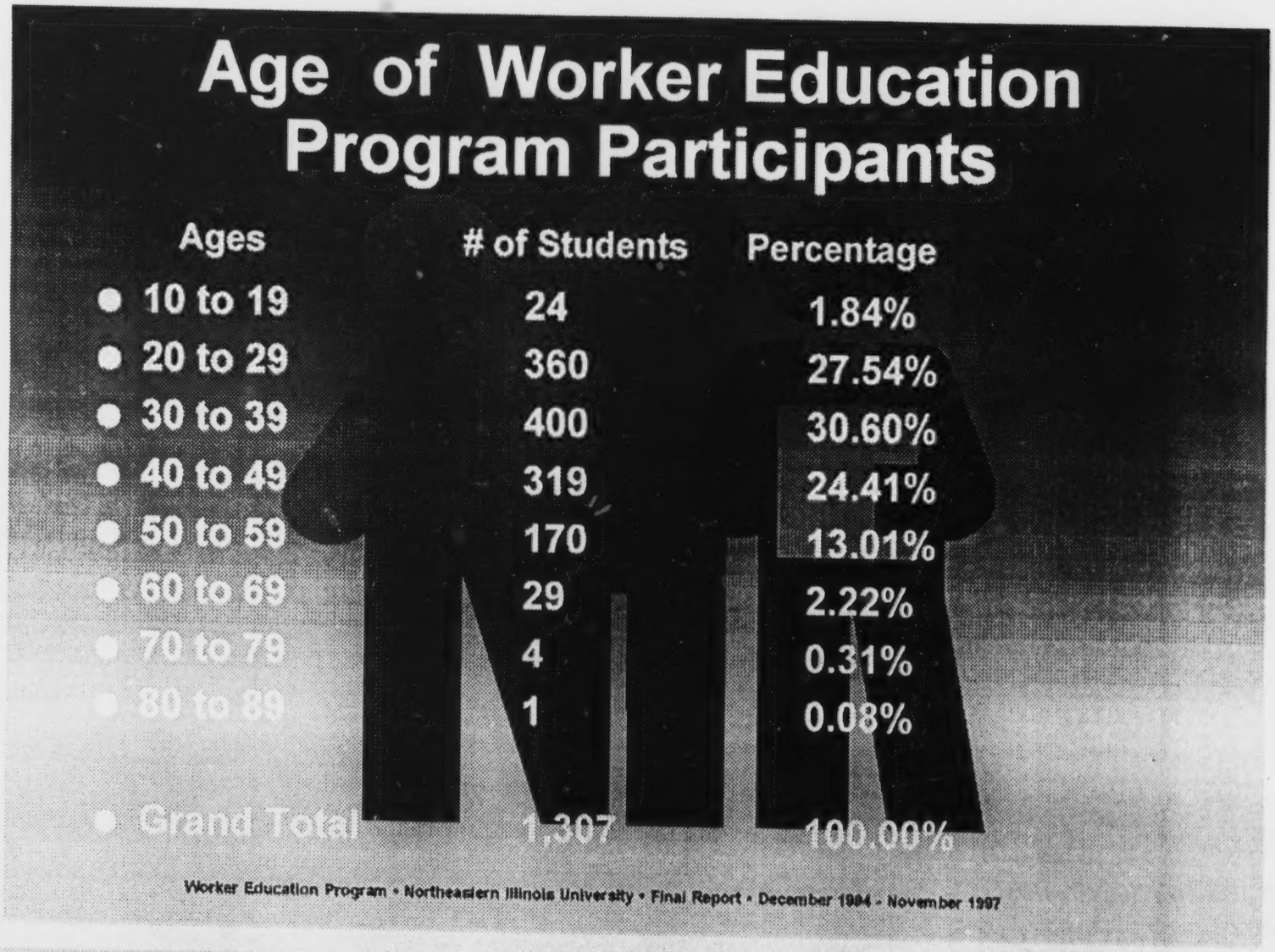
American Indian or Alaskan Native	4	0.31%
Asian or Pacific Islander	159	12.17%
Black (African American)	125	9.56%
Latino	715	54.71%
Other	8	0.61%
White	296	22.65%
Grand Total	1,307	100.00%

Worker Education Program • Northeastern Illinois University • Final Report • December 1994 - November 1997

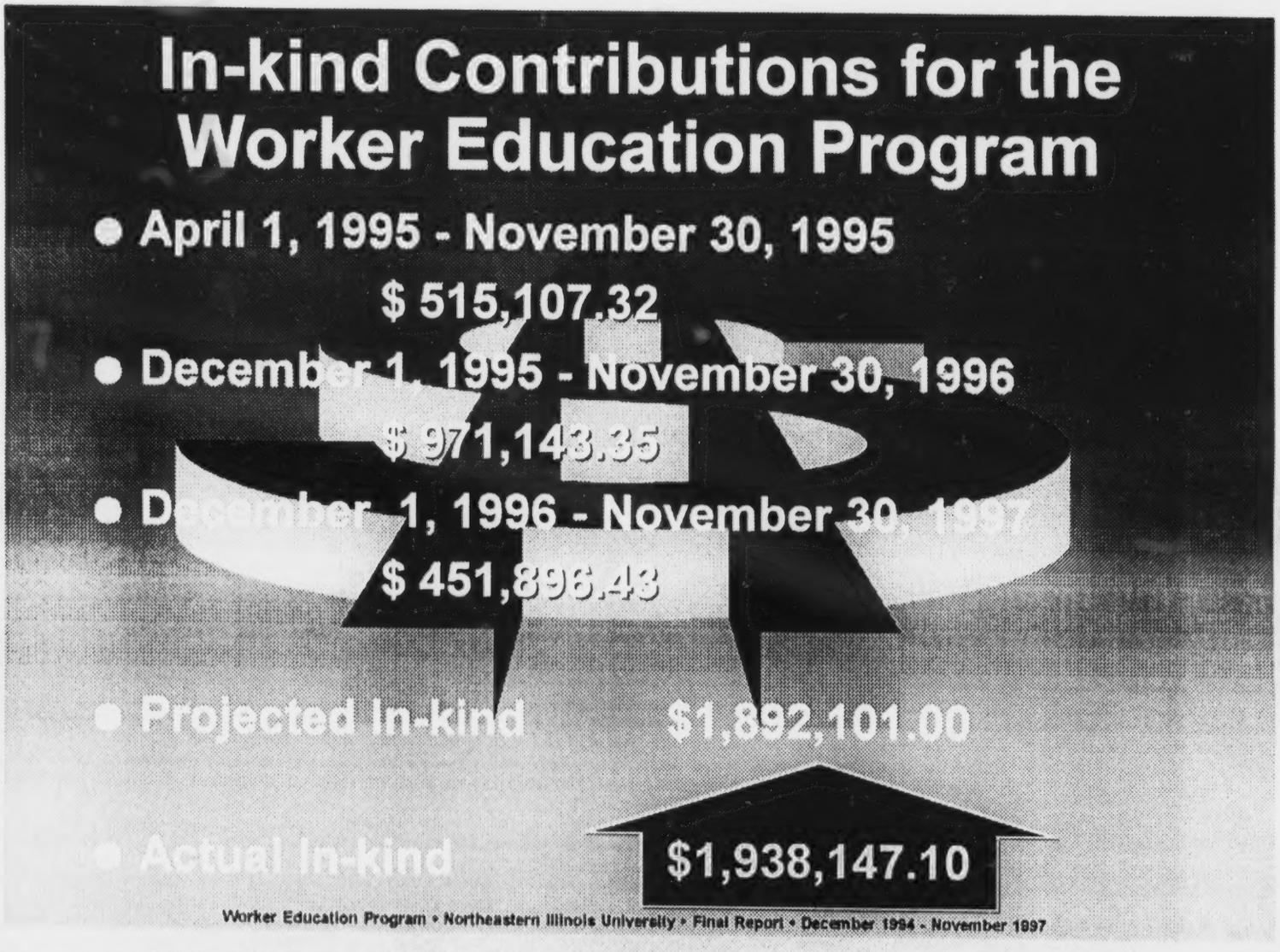
BEST COPY AVAILABLE



BEST COPY AVAILABLE



BEST COPY AVAILABLE


In-kind Contributions for the Worker Education Program
• April 1, 1995 - November 30, 1995
$ 515,107.32
• December 1, 1995 - November 30, 1996
$ 971,143.35
• December 1, 1996 - November 30, 1997
$ 451,896.43
• Projected In-kind $1,892,101.00
• Actual In-kind $1,938,147.10
Worker Education Program • Northeastern Illinois University • Final Report • December 1994 - November 1997

BEST COPY AVAILABLE

Northeastern Illinois University/Chicago Teachers' Center

Northeastern Illinois University is dedicated to both excellence and access. The most important facets of the university's mission are to offer high quality undergraduate and graduate programs to a broad spectrum of students and to foster student growth and development. Unique to Northeastern's mission are the two distinctive features of diversity and community partnerships. Because of its location in the Chicago metropolitan area, the University serves a population which is diverse in age, culture, language and race. This diversity, a major asset, means that the academic programs utilize a variety of perspectives to enrich the teaching and learning experience and to prepare students for the multiculturalism which characterizes our society. Northeastern Illinois University preserves the finest traditions of university education, augmented by active involvement in the metropolitan area, on behalf of the residents of Illinois.

Since its founding in 1978, the College Education's Chicago Teachers' Center has been an innovator in developing programs to improve urban education in Chicago schools through collaborative partnerships. The Center challenges the educational system to better serve diverse cultural and ethnic populations by creating, documenting, and disseminating model programs. The Center's 60 staff members and university faculty continue this exemplary record of service by collaborating closely with Chicago teachers, administrators, parents, businesses, unions and community agencies to provide a wide range of professional development and instructional services. The Worker Education Program was one of these initiatives. It began in 1991 as the result of conversations between Dr. Jerry Olson, Director of the Center and UNITE's Education Director, Libby Saries. This collaboration among the University, the union, companies and workers has been one CTC's most innovative.

Eva Rogers speaks about her positive experience in the Workplace Communications Class at UNITE and thanks her teacher, Israel Vargas, for his efforts.

The Union of Needletrades, Industrial, and Textile Employes (UNITE)

The Union of Needletrades, Industrial, and Textile Employees was founded in 1914. At that time, the membership consisted of primarily immigrant, male, skilled tailors from Eastern Europe. From the beginning, the union helped its membership learn English and assisted the immigrant families settle into the American workplace and communities. Over the years, the membership became more female and mirrored the waves of immigration into the United States. Education for union members has always remained a priority for the union. For the past twenty five years, the union's immigrant members are from Latin America and Asia. As the clothing trade in the US moved to other countries and other areas of the country, the union began organizing workers in industries including plastics, auto parts, and other light manufacturing assembly work. In 1995, ACTWU merged with the International Ladies Garment Workers Union (ILGWU) and became UNITE. Today, the union represents about 200,000 members in the United States, Canada, and Puerto Rico from a broad range of industries.

UNITE was a full partner in the education program, and UNITE staff and members alike contributed valuable resources and time to the program. The Education Director of UNITE, Florence Estes, and her predecessor, Libby Saries, both spent many hours consulting with the program staff, meeting with companies, presenting at conferences, and outreaching with local and Central States UNITE staff about the program.

In addition, UNITE provided office space, ancillary utilities, security, food and beverages for meetings, materials, photocopy privileges, mailings, flyers, and countless other contributions to the Worker Education Program. In short, UNITE made the Worker Education staff feel at home, and the staff was considered as a vital resource within the union structure. Staff was included in UNITE events and were invited to present workshops about the program at a variety of UNITE Board meetings and other events. Libby Saries and Florence Estes were and are tireless in their efforts to seek additional funding for the Worker Education Program, and their belief and dedication to the Worker Education Program contributed to the success of the program. Other staff who committed time and energy to the program include Muriel Tuetur, Ronald Willis, James Tribble, Susan Williamson, Lynn Talbott, Tina Goszinski, Jesse Mendez, John Catanzaro, Willie Lacey, Joe Buonadonna, Joanna Burton, Jim Sgro, Bryan Savoca, Cheryl Stiffler, Dick Rose, and John Bugby. Union stewards who dedicated time and resources to the WEP include Robert Worshill, Gerardo Ayala, Danny Powell, Gloria Ortiz, Cathy Frickman, Jose Luis Rico, Pam Arendt, Anita García, and Tina Adams.

Partner Companies

Twenty-five companies whose workers were represented by UNITE participated in the program. Thirteen of the companies were active partners and they participated in the advisory board process and their representatives actively worked with program staff and UNITE to develop courses that were of value to their employees and focused on skills and competencies that helped companies as well as workers. The companies produced a wide variety of products and services such as men's suits, recessed lighting, plastic sports lockers, automobile cables, crepe paper, medical supplies, medical services, and banking. The common denominator was that all employees who worked for the companies were members of UNITE and they all needed to enhance basic skills and literacy for current job knowledge or future job improvement. The thirteen active companies were the Amalgamated Bank of Chicago, Claretian Medical Center, Harbrook, Juno Lighting, Phoenix Closures, and Suncast Corporation in the Chicago Area; Brazos (formerly Velva Sheen) , Cindus, and Kendall-Futuro in Cincinnati; Joseph & Feiss in Cleveland, Ohio; Cable Manufacturing & Assembly in Bolivar, Ohio; and The Apparel Group/Enro and National Linen in Louisville, Kentucky.

Company representatives to the program included a safety director, plant managers, human resource personnel, and in some cases, CEOs and owners. The thirteen companies were very active in the planning process, took an active role on the Advisory Boards, and contributed their time and company resources because they believed in the goals and objectives of the WEP. The other 12 companies supported the idea of worker education, but they were either unable or unwilling to do more than provide space or allow the program staff and business agents access to their workplaces to recruit workers during breaks and lunch to attend classes at UNITE. Inkind contributions by the participating companies surpassed all projections and an accompanying chart in this report bears out this information. In addition to providing full or partial paid compensation time to workers to attend classes, companies contributed space and necessary utilities, maintenance, security, food and refreshments, bonuses, teaching materials, use of copy machines and other business machines, meeting space, management and worker time for task analysis, curriculum development, advisory board attendance, guided tours, access to the WEP staff to the shop floor, meetings with evaluators, and informal meetings with WEP and union business agents.

Partner Companies and Number of Worker Education Program Participants

Partner Companies	Products & Services	Participating Workers	Percentage
Amalgamated Bank of Chicago	Full Service Bank	36	2.75%
Brazos	Silkscreened Sportswear	46	3.52%
Bulk Lift	Flexible Intermidiate Bulk Containers	2	0.15%
Cable Manufacturing & Assembly	Cables for Auto Industry	65	4.97%
Cindus	Crepe Paper	26	1.99%
Citizen Action	Consumer Rights Advocacy	2	0.15%
Claretian Medical Center	Community Medical Clinic	83	6.35%
Custom Plastics	Plastic Injected Mold Products	6	0.46%
Enro	Men's Dress Shirts and Neckwear	116	8.88%
Grecian Delight	Greek Food Items	5	0.38%
Harbrook	Tool & Die Parts for Electronics	47	3.60%
Hartmarx	Men's Suits & Outerwear	25	1.91%
Henri Studios	Ceramic Statuary	5	0.38%
Joseph & Feiss	Men's Suits	101	7.73%
JCG	Poultry Processor	3	0.23%
Juno Lighting	Recessed Track Lighting	273	20.89%
Kendall-Futuro	Medical Products	84	6.43%
Libra	Laundry for Protective Gloves	1	0.08%
National Linen	Industrial Laundry	77	5.89%
Oxxford	Women's Suits	13	0.99%
Party Shoes	Ballet Shoes	11	0.84%
Phoenix Closures	Bottle Caps	21	1.61%
Roman Adhesives	Wallpaper Adhesives	1	0.08%
Suncast	Plastic Injected Mold Lawn Ware	222	16.99%
UNITE	Insurance Department for the Union	35	2.68%
Xerox	Repair Business Machines	1	0.08%
Total		1,307	100.00%

Worker Education Program • Northeastern Illinois University • Final Report • December 1994 - November 1997

BEST COPY AVAILABLE

Program Staff

In addition to program director, Margaret Boyter-Escalona, the program employed Coordinators Shobha Sharma, Sabrina Budasi Martin, Paula Garcia, and Sarah Moran; fifteen educational facilitators; and five teacher aides.

Ms. Moran, who was an outstanding assistant director, left the program in 1995 to live in Costa Rica. Paula Garcia, a team player with creative ideas, joined the program in 1994 after having been a coordinator in 1992-1993. Ms. Garcia was with the WEP until September, 1996 when she left to re-locate to Morocco. Ms. Martin, an excellent organizer, was responsible for creating many curricula, training facilitators, and designing the GWA with Paula Garcia. She left the program at its termination to pursue educational training endeavors near her home on a part time basis. Shobha Sharma who was a part time teacher with the program at its inception in 1992, was hired as a coordinator when Sarah Moran left and she has been an innovative educator and coordinator since 1995. Although not involved in this grant cycle, Susan Keresztes-Nagy, an experienced ESL teacher and teacher trainer, worked with the WEP in its previously funded grants from the NWLP, and she was instrumental in planning staff development workshops for facilitators and this process had an impact on the WEP in this three-year grant cycle.

Presently, Ms. Boyter-Escalona and Dr. Sharma are employed on a number of other grants through the Chicago Teachers' Center including one with parents funded by the Goal's 2000 Office of the US Department of Education; a Workforce Training grant from the Illinois Secretary of State's Office of Literacy with UNITE and Juno Lighting as partners, and a grant from the Fund for Immigrants & Refugees with UNITE, Juno Lighting, and other companies to provide ESL and Citizenship Education to UNITE members.

Early in the grant, Florence Estes, who had been a visiting lecturer in the Educational Foundations Department in the College of Education at Northeastern Illinois University, became affiliated with the program. Dr. Estes has a unique background in adult education and labor history so she was very interested in the WEP model. The program hired her as a consultant to provide training for the adult education facilitators, to assist in the program video production, and to write a monograph about the program. In addition, Dr. Estes taught some courses for the program and designed curricula for Joseph & Feiss and the Claretian Medical Center. Eventually, due to her innovative work on behalf of the WEP, UNITE hired Florence Estes on a part time basis to work in the education department and upon the retirement of Libby Saries, Dr. Estes was appointed as the Education Director at UNITE. Dr. Estes' work on behalf of the program has been exceptional. The well-written and insightful monograph which she authored has been disseminated to many workplace providers throughout the nation. Even though federal funding is no longer available to conduct WEP, Boyter-Escalona and her colleague Shobha Sharma

The WEP Staff, UNITE staff, stewards and workers, and Business Representatives celebrate the collaboration at the premier of Partners in Progress

Shobba Sharma
WEP Coordinator

Sabrina Martin-Budasi-Martin
WEP Coordinator

Jerry Olson
Director
CTC/NEIU

Gerardo Ayala
Juno Lighting and
UNITE Member

Michael Carl
Dean College of Education/NEIU

Bob Hercules
Media Process, Producer

Margaret Boyter-Escalona
WEP Director

Ron Willis
UNITE Manager

Robert Worshill
ABOC and
UNITE Chief Steward

Bob Staes
Juno Lighting
Safety Director

BEST COPY AVAILABLE

continue to work in partnership with UNITE, largely because of Florence Estes' commitment to the program model.

All program staff had many years of teaching and administrative experience in Adult Education programs for limited English proficient adults. Margaret Boyter-Escalona has a M.A. in English and completed some post graduate studies in Adult Education. She has more than twenty years experience as a teacher and an administrator. Ms. Moran has a M.A. in Adult Education. Shobha Sharma has a Doctorate Degree in Chemistry and she has taught ESL for over ten years. Ms. Martin has a M.A. in Adult Education and she coordinated programs in adult literacy initiatives. Ms. Garcia has a M.A. in TESOL. All administrators were bilingual in English and Spanish as well. For the most part, all the teaching staff had Bachelor of Arts Degrees and some had Master's Degrees in English as a Second Language, Adult Education, or other related disciplines. Exceptional teachers who worked for the program include Joy Aaronson, Nelson Choto, Wendi Barlow, Andy James, Susan Womack, Israel Vargas, and Sallie Wilson.

External Providers

For the most part, contracting with external providers was a positive experience. Partnering with external educational organizations helped the WEP to expand program educational services to UNITE members in other areas of the Central States Joint Board, it allowed professional colleagues to share promising educational practices, and it helped to generate knowledge of union workplace issues for educational organizations who previously only partnered with businesses on a fee for service basis. Further, educational providers were able to make contacts with local businesses for future educational exchanges when NWLP funding ended. In fact, after the WEP ended its literacy and basic skills program at Enro in Louisville in December of 1997, Enro approached Jefferson Community College staff to implement a training program for supervisors at their warehouse.

However, there were some problems. A number of the contractors never fully completed the data gathering process required by the program. Some providers preferred to customize their own curricula to fit course needs instead of designing a new curricula embracing WEP's worker-centered orientation. As many providers had a history of performing fee for service with companies, and the added task of consulting with UNITE was often an inconvenience for them. Furthermore, WEP's philosophy was one in which staff training was all important. For those providers who usually provided little or no professional development for their staff, this interfered with their standard operating procedures. Some teachers benefited from the coordinators visiting their classes as they felt that they learned a lot from the coordinator's valuable perspective. Others felt intimated by the coordinators presence. Many administrators at the community colleges felt that

Florence Estes, Ed.D., UNITE's current Director of Education, in the Worker Education Program office at the union's headquarters.

WEP's philosophy was good in theory, but in practice, there was often a feeling of not really wanting to spend the time on WEP curriculum and staff development as they had so many other job responsibilities. On the positive side, the use of these external providers brought together teachers from various colleges as colleagues and ultimately everyone grew as the result of the experience. Colleagues at Jefferson Community College most notably Mary Ann Hyland-Murr, Donna Hill, and Anne Barron were very committed to the program. Workers at Enro appreciated facilitator, Anne Barron's teaching efforts as well as Donna Hill's tireless efforts to coordinate and recruit for the program at Enro's two plants. They worked well with business agent Joe Buonadonna and together they created a solid program at Enro. In addition, the program acknowledges the work of Art Ftacnik at Great Oaks in Cincinnati, Paula Warrren at Stark State College of Technology, and Kathy Kurkov, Kevin O'Brien, Hugh Littleton, Vera Lewis-Jasper at Cuyahoga Community College in Cleveland.

Also, the program contracted with independent consultants Dr. Phyllis Barry in Cincinnati and Dr. Sanda Kauffman in Cleveland. Both of these colleagues proved to be insightful and knowledgeable. Dr. Barry, who possesses a Doctorate in Adult Education, was sensitive to the needs of UNITE members and she always communicated with the business agents at every step of the process of setting up program classes at Joseph & Feiss and the three plants in Cincinnati. Both Dr. Barry and Dr. Kauffman were a pleasure to work with and their contributions to the Communications and Conflict Resolution curricula and classes in their respective geographical locations were outstanding.

Task Analysis and Curriculum Development Process

Task analysis and curriculum development began at the Advisory Board level in each company where representatives of all the stakeholders established the groundwork for which workers would be targeted and what training they needed. Next, the educational staff—usually program coordinators and facilitators—began the task analysis process by observing workers on the job and using a checklist to document the various positions. Skills observed during this task analysis included speaking, listening, reading, and writing English; math; problem-solving; and team-building. When the observations were completed, the coordinators interviewed workers, co-workers in other key positions, foremen, supervisors, and management personnel. In addition to observing skill requirements on the actual jobs that workers held, program staff asked questions about tools, equipment, machinery, clothing, and protective gear necessary to perform the specific jobs. They also inquired about new technology, workplace reorganization, health and safety issues at the workplace, and about problems and mistakes which commonly occurred which effected either worker performance or production. This process required extensive observation of workers and discussions with parties involved. Coordinators

Cooperative Learning in Process for students in the ESL Class at UNITE.

performed task analysis whenever new companies became involved in the program. Each process of task analysis proceeded in a unique way depending on each company's needs, the availability of supervisors, and the WEP's past working experience with the company.

After the task analysis process was completed, curricula was created. During this three year grant period, twenty three curricula and a General ESL Curriculum Guide were developed. The General ESL Guide was divided into thematic units consisting of:

- Work Issues: Communications in the Workplace
- Health and Safety
- Quality Control
- Work Forms
- Company Rules
- Vocabulary and Expressions Used on-the-job

Each unit listed an objective, appropriate language skills, lesson ideas, activities, and materials which could be used to teach the lesson. Though curricula for each participating company used the same themes, objectives were worksite specific, identified through the task analysis process. The materials were designed for adult workers to reflect the requirements of each workplace and the needs and interests of the workers.

As many of the facilitators had no prior experience with unions, the Education Director of UNITE provided training regarding union competencies at facilitator meetings. Themes of these trainings included sample lessons on the history of unions, what is a grievance, and key issues in contract negotiations. These themes were added to the curricula for workers at all companies, but their use as part of a lesson plan varied depending upon the individual teacher's knowledge and interest.

Other exemplary curricula include Paula Garcia's *Workplace Communication Via Computer* which focused on workers' computer needs through mastery of data base, spread sheets, and the word processing system. Many of the workers who took these classes were office workers at Hartmarx, a men's suit manufacturer in the Chicago area. Ms. Garcia, and facilitator Nelson Choto, also created an exemplary curriculum for the *Team-Building, Leadership, and Communication Course* for Juno Lighting Group Leaders. Sabrina Budasi Martin created excellent *Customer Service* curricula for the Claretian Medical Center and *Business Writing* for the Amalgamated Bank of Chicago and *ESL for the Workplace* for National Linen in Louisville. Shobha Sharma created an excellent *GED Curriculum* for workers in the Spanish GED class held at UNITE, and she developed *Interactive Math* curricula for Phoenix Closures, Enro, and Cable Manufacturing and Assembly. The program contracted with Sanda Kaufman from Cleveland State University to develop the curriculum model for the *Conflict Resolution* class at Joseph & Feiss.

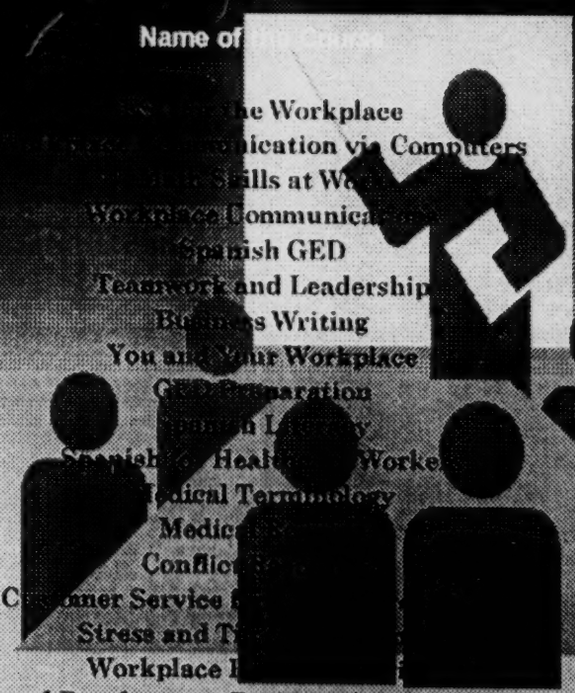
Courses and Workshops

The Worker Education Program offered a total of 235 courses during this three year period of time. As the majority of the workers in the program were limited English proficient, the principle focus of the program was facilitating English as a Second Language skills acquisition through contextualized workplace materials. In addition, the program offered several different Math courses, Communications, Problem-Solving Skills, Conflict Resolution, Teamwork and Leadership, Customer Service, Medical Terminology, Business Writing, and GED Preparation in both Spanish and English. A total of twenty three curricula were customized for courses in Chicago and for the Conflict Resolution course at Joseph & Feiss in Cleveland The general ESL curricula contains specific vocabulary and job skills for all of the ESL courses at the manufacturing plants in the Chicago area. The out-of-state providers Great Oaks Institute of Technology and Stark College of Technology adapted their pre-existing curricula to fit the needs of the participating companies. ESL curricula at Enro and National Linen curricula was designed by WEP coordinators with some assistance from teachers and coordinators at Jefferson Community College in Louisville.

The program offered six workshops—*Medical Coding* and *Know Your Workplace* at the Claretian Medical Center; *The Metric System* and *"Quality" Communication* at Cable Manufacturing and Assembly taught by WEP Chicago staff; and *Time Clock Usage* and *Lunch Time ESL Conversation Tables* at Juno Lighting. Courses and workshops were held at fourteen of the participating plants and at UNITE headquarters.

Workers attended classes on a partial release time basis at Brazos, Cindus, Enro, Juno Lighting, Kendall-Futuro, National Linen, Phoenix Closures, and Suncast. They were paid on a full time release basis at the Amalgamated Bank of Chicago, Cable Manufacturing and Assembly, Claretian Medical Center, and UNITE. Workers attended classes on a voluntary basis at Harbrook, Juno Lighting, Party Shoes, and Suncast. Some Joseph & Feiss workers received bonuses after attending classes and others attended on a partial release basis. Workers from the other participating plants such as Grecian Delight, Hartmarx, Juno Lighting, Libra, Oxxford Clothes, Party Shoes, Roman Adhesives and others attended classes on a volunteer or non-paid basis at the union headquarters on Saturdays and during the week.

Courses Offered by the Worker Education Program



Name of Course	# of times Offered	# of Participants
[illegible] Workplace	109	1,361
[illegible] nication via Computers	25	216
[illegible] Skills at W[illegible]	24	234
W[illegible] Communica[illegible]	19	210
Spanish GED	8	61
Teamwork and Leadership	7	79
Business Writing	6	65
You and Your Workplace	5	67
GED Preparation	5	26
[illegible]	5	56
Spanish [illegible] Healt[illegible] Worke[illegible]	5	46
Medical Terminology	5	37
Medica[illegible]	4	32
Conflic[illegible]	2	12
C[illegible]mer Service [illegible]	2	16
Stress and T[illegible]	1	7
Workplace [illegible]	1	11
Professional Development Training for Insurance Workers	1	8

Worker Education Program • Northeastern Illinois University • Final Report • December 1994 - November 1997

Workshops Offered by the Worker Education Program

Name of Workshop	Number of Participants	Company	Gender of Participants	Ethnicity of Participants	Age of Participants	Average Age of Education of Participants
Get Set for Metric!	19	Cable Manufacturing & Assembly	11 Female 8 Male	White	Avg. 41 Range 19 - 59	13 years
"Quality" Communications	18	Cable Manufacturing & Assembly	11 Female 7 Male	White	Avg. 42 Range 19 - 59	13 Years
Medical Coding	24	Claretian Medical Center	22 Female 2 Male	12 Latino 7 White 4 Afr. Am. 1 Other	Avg. 33 Range 27 - 51	16 Years
You and Your Workplace	117	Claretian Medical Center	109 Female 8 Male	73 Latino 28 Afr. Am. 10 White 3 Asian	Avg. 36 Range 19 - 66	14 years
Lunch Tables ESL Conversation	31	Juno Lighting	26 Female 5 Male	28 Latino 3 Asian	Avg. 30 Range 25 - 50	7 years
Time Clock	27	Juno Lighting	11 Female 16 Male	26 Latino 1 White	Avg. 38 Range 32 - 50	7 years
Total of Participants	236					

BEST COPY AVAILABLE

Educational Methodology

Central to the Worker Education Program was the student-centered (Añore, 1989) or worker-centered (Freire, Shor) methodology. In this approach workers are active agents in the educational process of attaining workplace literacy skills, and are involved in all aspects of the program—from the classroom to the Advisory Board, from the curriculum development to program planning. This kind of ownership placed students at the center of their own education, honed their decision-making skills, built self-confidence, enabled them to attain workplace competencies and allowed them to participate more fully in their workplaces and their communities. The program's worker-centered philosophy focused on the complex issues confronting workers in the U.S. In the courses and workshops, adult workers reflected on the contextual aspects of their workplaces and personal experiences to assist them in learning how to learn, how to facilitate better communication at the workplace, how to work as a team, and how to build on present skills for job stability and future promotions.

Facilitators were encouraged to use a problem-posing (Freire, Wallerstein, and Auerbach) approach for developing critical thinking skills. Workers also discussed their importance in the production of goods for market distribution and issues in the American work culture including the importance of being on-time for work, appropriate reasons for calling in sick, the particulars of the W-2 form, and reasons for certain health and safety rules. These competencies were identified jointly by workers and management at the partner companies.

In the ESL courses, facilitators were trained in an eclectic (Haskel,1978) ESL methodology incorporating many ideas ranging from Krashen's Listening Comprehension, to Lado and Finocchiarro's Audiovisual Method, Asher's Total Physical Response, the Language Experience Approach, and to Howard Gardner's theory of Multiple Intelligence. For this reason, teachers used the context of the workplace to promote students' language acquisition. Working from this base, students applied this language context to the workplace and beyond. Because the majority of workers needed English skills in all aspects of their lives, the focus in classes was on the transferability of skills. Students needed to know how to articulate body parts, colors, and numbers not only to report accidents on the job, identify a product label, or to calibrate a machine, but to tell the doctor where it hurts, give a child a crayon, or turn on the oven to the appropriate temperature. WEP classes were successful because they incorporated workers' self-identified ESL and workplace needs into the program on a regular basis.

Juno workers Gerardo Ayala, Eustaquio Delgado, and Tuyet Huynh assemble the Housing for Students in the Juno Lighting class.

Educational Facilitator Selection

The Worker Education Program staff designed an exemplary process for selecting and training educational facilitators. Most candidates had taught EFL abroad, ESL in a TOEFL preparation program, or ESL in a local community college. Although very skilled and learned, these teachers often lacked the skills to teach literacy-level ESL learners. Many of these educators adhered to a grammar methodology which is not effective with students who have no grammar base in their native language. Further, many ESL teachers had no exposure or limited exposure to a factory environment. In the initial interviews, candidates were asked to teach a sample fifteen minute class to the administrative team. In this way, the WEP staff evaluated whether or not the candidate was able to make the transition from the traditional ESL classroom to ESL for the Workplace in a factory setting. Through the sample lesson, the administrative team was better able to predict a teacher's potential to adapt to a workplace environment. This process demonstrated the teacher's ability to be student-centered, interactive, and use a variety of ESL methodologies. With the addition of the sample lesson in the interview process, the program achieved better results in hiring and retaining the best educational facilitators.

Staff Development Process

The WEP process of training educators was unique and multi-dimensional. Staff development involved a series of orientations, observations, peer training, self-reflections, student evaluations, regularly scheduled staff meetings, attendance at conferences, and one-on-one meetings with coordinators. The synopsis under Objective 2 describes it in further detail. The program also found that teachers needed more familiarity with the work environment of their students, and thus, factory tours and meetings with plant supervisors were initiated. In addition, whenever possible UNITE business agents met with teachers. The program involved teachers in the task analysis process when possible, and educators attended internal and external workplace training sessions as well.

Educational Facilitator Evaluation

The WEP Program coordinators observed educational facilitators regularly and provided feedback to develop facilitators' skills and adapt practices for the workplace. The WEP designed an Observation Checklist which both the coordinator and the facilitator completed. The Checklist was a tool which helped facilitators reflect on and improve methodology and teaching practice. Also, educational facilitators were encouraged to perform peer observations in order to learn, collaborate and share teaching styles, methods, and activities with other facilitators.

Participant Case Studies

The true test of the effectiveness of an education program is how it impacts the participants' lives. Joy Aaronson, a teacher in the WEP at Suncast, wrote about students in her classes in November, 1996.

> In one class I have two sisters. The older one is assertive and bright. She consistently answers for her younger sister when I call on the younger sister. In fact, she answers questions for everyone. The younger sister is very shy and wouldn't' look at me for many classes. Today, two exciting things happened. We were playing a game of "concentration" where students had to turn over the names of work tools and say them and make a "match." The younger sister was able to make 3 matches by remembering where the tool words were. The older sister wasn't making any matches. The younger sister was giving her sister advice " no screwdriver," "over there" and more. She also told one of the other students to write the words down when he didn't understand what to do. She left the class with a big smile on her face. Recently, she was able to spell her name, say her phone number haltingly, and correct her sister in English when the sister misspelled their department name. This situation isn't reflected in a test, but as a teacher I know when true transformational learning takes place and this is one example of how the class helped to change someone's knowledge of English and her self-confidence.

Ms. Aaronson further wrote:

> Jose Ortiz has been in my class for almost a year. In that time, this young man has progressed from a quiet student to someone who stops the teacher and his fellow students to ask for clarification or to bring up words that he isn't sure of. He attends classes two nights a week at a local community college and takes pride in saying "I have been studying for 2 years."

Andy James, an ESL for the Workplace teacher in the WEP wrote about one of his students:

> One of my students, Raquel Ahmad, made a commitment to attend ESL class rather than attend occasional functions at her church on Saturdays. This renewed commitment to learn English after living in the US for 40 years is very evident in her speaking ability. Now she can carry on a lengthy conversation (3 - 5 minutes) with me at the beginning of each class about a variety of topics. We talk about her week at work, her family, and events she attends. At work she has started to help her co-workers by translating from Spanish to English for others. This seems to have renewed her enthusiasm for her job, and she has taken on new tasks.

Another teacher, Nelson Choto wrote about three of his students:

> Silvia Hernandez is a student in my Spanish GED Class, and one day we were studying percentages. Silvia was very happy about it because she said she was learning how the bank was charging her credit card interest, and now she can figure out how her tax is being calculated. She said: "Now, I can know exactly how much more money I am paying after the actual price of the item I am buying!"

Student Fidelina Alvarez works on packing labels at her job at Juno Lighting.

BEST COPY AVAILABLE

Jerry Lacassio was a student in the Juno, Leadership, Teambuilding, and Communications Class and he approached me about a month after the class had ended. He showed me a memo in which he had applied what he learned in the class.

One day after class at Juno, I was walking to the exit with Beta Vargas. In English, she was telling me about how her washing machine needed to get fixed because it was broken. We didn't notice that the plant manager, Mr. Medina was walking behind us and he had over-heard the conversation. He congratulated Beta on her good usage of English and she replied, "that's why I stay in class to improve my English."

Kim Castronovo taught ESL on Saturdays for the WEP for the last few years. She wrote about her students from Oxxford Clothes:

When Yuk Kwong first came to class, all she could say was, "I no speak English, I speak Chinese." She has been willing to try to speak English more and more. She still has pronunciation problems and a limited vocabulary, but her listening skills have improved quite a lot, and she is more willing to take risks in the class and so she is learning so much more.

Kam Yu studied English in Hong Kong. She had more experience studying English in a formal setting. She helps translate new information into Chinese when it is unclear. She has taken on a leadership role in the class. Kam Yu has strong listening and comprehension skills in English. She is willing to try different types of activities in class and this is significant because some other students are just very shy and reserved and not as willing to try new activities.

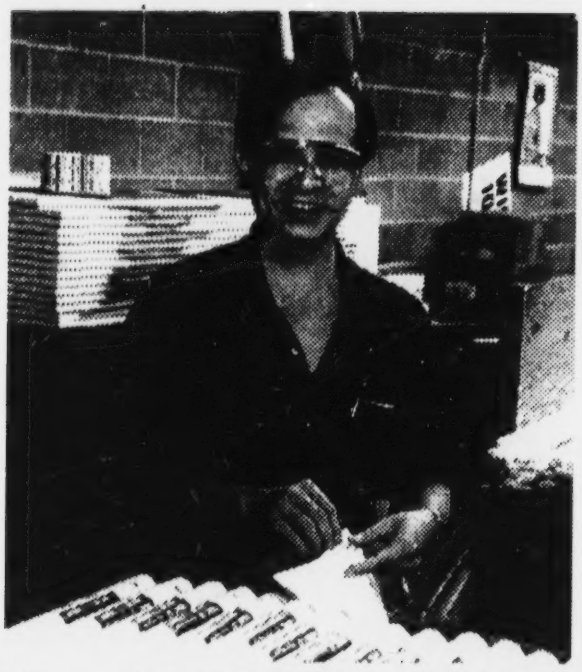
An Enro Worker puts the finishing touch on a necktie.

Sallie Wilson, a teacher at Suncast, wrote about her students, many of whom were promoted.

> Martin Perez wanted to become an Inventory Controller in his department. He came to English class faithfully and he participated. He received his promotion and he still came to class. He was used as an example by his foreman who was trying to encourage others to attend English class.
>
> Maria Caballero was promoted to a Trainer position from a Machine Operator position. During a recruiting session, her supervisor mentioned her as an example of someone who was promoted as the result of attending the classes. She continued to attend class as well.
>
> Mirna Perez was promoted from Assembler to Key Operator since she started ESL classes. She not only participated in class, but she seeks help after class from her supervisor.

Shobha Sharma wrote about her students at Juno Lighting:

> When Eustaquio Delgado first started coming to the ESL classes, he refused to speak in English and kept indicating in Spanish that he did not understand anything. He also demanded that the instructor spend time with him one-on-one. However, he kept coming to classes regularly. He also started going to Spanish Literacy classes on Saturdays at the union hall, conducted by the Worker Education Program. In the course of a two year period, one noticed a profound change in him. Not only were his oral BEST scores improving, he exuded a sense of confidence, starting using more English and settling in with the other students to participate and work with everybody. The instructor did not have to give him any special attention, and he participated well in class activities. All instructors who have worked with him are very gratified to see the positive change in him and hope he can continue English classes in his community.



Binh Phung a student in the ESL for the Workplace Class at Juno Lighting demonstrates his on-the-job skills.

Bertha Moreno came to ESL classes speaking very little English. After a 16 week period of classes, she felt very grateful to her teacher for giving her the tools to speak English. She was able to go to the county office, ask for an application form and be able to get it by using simple English words, without requesting someone else to speak English on her behalf.

Miguel Gonzalez worked in the assembly line when he started coming to ESL classes. He communicated fairly well and by the time he finished his classes, he received a promotion and started working in the shipping department. Adela Contreras spoke very little English, but her enthusiasm and persistence in coming to the ESL classes helped her communicate better and encouraged other workers in her factory to come to the classes at the union hall.
Julia Casas started going to Spanish Literacy classes and after a year of attending these classes, she enrolled for ESL classes on Saturday. She started speaking more English and improved her writing skills as well.

When Maria Ramirez first started coming to ESL classes, she wrote a line in English with great difficulty. She spoke a little English. With time and regular attendance, Maria improved her writing skills and also started speaking more English at work. She gained enough confidence to even teach some of the workers in Juno to use correct English terminology for the names of lamp parts. She participated very well in class activities and encouraged others as well to talk more in class.

When Santa Delgado came first, she would keep saying the same expression in Spanish, *"¡Maestra, yo no entiendo nada!"* Now, I see that she understands more, replies in English, initiates conversations with visiting teachers and classmates and continues writing and comprehension work, reading from Book 1 of "Working in English". When

Michelle (another teacher) came to the class once, she asked her on her own, "What is your last name?" When Ming mispronounced her name, she corrected him in English, "Not Sanda, Santa, Ming". She also urges her husband to talk more in English, telling him to pay more attention and learn!

Simon Alvarado came to ESL classes as a relative newcomer to the US. He was very eager to learn and he participated and came regularly to class. Recently, he was promoted from the assembly line to a position in shipping. This is quite an achievement because most people on the line do not get promoted into shipping easily. He stated that the program was really helpful to him in feeling confidence speaking English.

Paula Garcia, a Chicago coordinator who oversaw the Cincinnati area, wrote about changes which have occurred in the lives of many WEP participants in the Cincinnati area:

In the Workplace Math classes at Cindus, Mary Beth Grant, the teacher from Great Oaks, told Paula Garcia that one of her students said she did not trust banks and she kept all the money she was saving for new furniture under her mattress at home. Mary Beth talked to her about the benefits of savings accounts and demonstrated how she could even save herself some bank charges by maintaining a minimum balance. She deposited her money in the bank and came back to class with a receipt and told the teacher that she will save $72 a year in bank charges because of this. Mary Beth said that her students have told her that they are now helping their children with their fraction and algebra homework. Before, they would fake it or try to hide the fact that they did not understand their childrens' schoolwork, but now they can work out the problems with their kids. It's been a tremendous self-esteem boost.

Andy James assists student Rafael Acala in the UNITE Saturday classes.

Stacey Kirchoff taught Math Skills and Communication Skills at Futuro and she reported that one class was able to identify benefits of rotating positions on the floor by using problem-posing in the classroom.

> Previously, workers were very reluctant when they were told to change positions on the floor, but when the class explored the issue of carpal tunnel syndrome and repetitive motion, they discovered that it was actually better for their own health to rotate positions.

Norma Mann, a Communications Skills teacher at Futuro, said that her students reported being able to communicate better with co-workers and supervisors.

> They have learned to compromise with each other on issues that used to cause conflict. For example, one worker may feel cool with the fan on, while the other feels hot. In the past, that worker would just turn off the fan, causing a conflict. Now, workers negotiate having the fan on for a time, and then turned off. Students also report being more flexible and accepting of changes in positions.

Art Ftacnik taught Communications Skills at Futuro Distribution Center and he spoke about one very non-confrontational worker.

> One of my students was better able to express herself after learning about "I-messages," as opposed to "You-messages." She now lets co-workers know how she feels instead of letting her anger build up and cause stress. Overall, students are learning techniques to express themselves without having to change their personalities.

Participant Recognition

At the end of all courses, the WEP held worker recognition ceremonies. Ceremonies took place at the companies, and workers received certificates of achievement for their participation in the classes. In order to recognize workers for their extraordinary effort in attending and making progress in the classes, companies rewarded workers in a variety of ways. All companies provided a special meal or a cake for participating workers. Representatives from the company, UNITE, and the program were present to award certificates, make congratulatory speeches, and encourage workers to re-enroll in classes. Participating workers made speeches about the classes. The recognition ceremonies were instrumental in providing a mechanism to reward participants for their hard work and effort. They also served as effective strategies for recruitment and retention.

Educational Facilitator's Program Reflections

Throughout the course of the program, educational facilitators were encouraged to reflect on the program, teaching methodology, and ways in which the program could be strengthened. Facilitators and coordinators expressed the following comments:

Sabrina Budasi Martin, a Coordinator of the WEP, wrote the following reflections of the program:

> The WEP is a true testament of putting into practice the philosophy, theory and methodology set forth in its mission to establish and maintain education programs in the workplace. In every aspect of its programming efforts, a holistic and participatory approach is consistently encouraged at every level. Since there are four equal partners - the union, the university, the companies and the workers - everyone is encouraged to share and contribute their experiences and interests to the processes of building and maintaining the various programs. In most cases, this promotes a balance of power among the partners. For the most part, the program's philosophy reduces feelings of functioning in isolation, and feelings of winning and losing. This is not to say that this process has always been easy and 100% successful. It is through some of the struggles, that the program has strengthened and built on its relationships; or, in some cases, ended its relationships. All in all, the program has striven to, and has succeeded in

setting quality standards, or "promising practices" in workplace education.

Margaret Boyter-Escalona, the Director of the program has always been the driving force behind the Worker Education Program's worker-centered philosophy. She has always promoted a true team spirit approach to our work in adult education which has enabled me to feel comfortable and valued as a professional. As a result, I am confident that I have developed an expertise in education that will be needed and appreciated wherever I go. I have really grown as an educator and I have my experience in the program to thank for that I sincerely believe that new, encouraging opportunities to implement adult education programs, while being involved at every level of it, does not present itself very often.

This program encouraged every member of it "team" to get involved as much as possible in the planning and implementation process of setting up classes. The advisory board allowed representatives from all partners to play an active role in planning. Monthly Teachers' Meetings gave teachers the opportunity to come together to improve on their own teaching skills by sharing what was working or not working in the classroom. Teachers were also encouraged to assist with curriculum writing, develop new and innovative teaching activities, present at conferences, assist in task analysis, and provide feedback on all other aspects of the program. And most importantly, the students consistently had a voice in how the program was run. Their life and work experience was taken into consideration at every level. Teachers acted as problem-posers, not "solvers." And the students' successes and challenges are the true testament to whether or not WEP did its job.

Juno Lighting

When workers began protesting on the unfairness of bidding practices in one company, an agreement was set up between the four partners of the program to set up an education program to provide an opportunity for workers to bid for the higher paying jobs as they became available. As a result, one of the students of that program was hired for that job.

Many from this company attended more than one class. They attended classes offered on-site at Juno, but also attended various classes offered at the union hall on Saturdays. A few of those students, who could not read and write in their native language, could not read and write in English thus they took literacy classes. Other Juno employees have taken the GED and some have passed the grueling INS interviews to become citizens of the United States.

Joseph & Feiss and Cable Manufacture & Assembly

While there was much resistance at first from the employees and management representatives at Joseph & Feiss (J & F), classes that were finally set into place improved morale and encouraged more participation from its workers. This company had a history of adversarial relations between its union and non-union members on the shop floor. As a result of the advisory board model and the success from its previous education program "You and Your Workplace," a new program in Conflict Management and Team Problem Solving was created and broke new ground for similar education program for UNITE's members in other companies throughout the United States. Participants in the conflict/problem solving program as well as upper management representatives testified that conflicts were being handled more effectively on the shop floor, avoiding the involvement of upper management or union officials.

Students practice English in the ESL class at National Linen in Louisville Kentucky.

Due to the positive feedback from workers and union representatives from J & F, WEP was asked to set up an education program at Cable Manufacturing & Assembly (CMA). There was an overwhelming response from its workers to attend classes.

ENRO/The Apparel Group and National Linen

English as a Second Language was the main focus at this company with five courses offered each week for over 100 employees. The company was so pleased with the results of its programs, they hired the local community college to continue team building courses once the company was no longer affiliated with WEP. This is truly a success of the National Workplace Literacy Grant Funds starting up promising literacy education practices in the world of manufacturing.

As in Cleveland, Ohio, UNITE workers and business agents were so impressed with the results of the ENRO program, National Linen asked to participate in the project. Approximately 75 immigrant workers from Asian and Latin American countries participated. This program was short-term; however, the Human Resources Manger, Quality Managers and Line Supervisors all testified to the improved communication on the shop floor by the workers attending classes.

Claretian Medical Center

This community health center took advantage of the funding available to implement as many courses as possible to enhance its workers' skills. Dozens of employees attended more than one course, with at least 90% of all its employees attending at least one course or workshop. Classes were so successful in improving work relations internally and externally, the organization will now look to budget dollars to continue training and education for their employees.

Other reflections on the WEP come from the Chicago area educational facilitators. At the final facilitators meeting in November, 1997, Andy James commented on his students' progress:

> I am just thinking back on some of my students when they first came in and how they could barely speak English and they could only say "good morning" and talk about the weather. Now, they can have pretty good conversations and they can tell me what they do at work and a little bit about what they do at home. I find it very gratifying to see this program and I'm glad I was involved in it. The biggest challenge is that the classes are so multi-level. It's hard to reach some kind of balance— some can do a lot of writing and others just need to know vocabulary words. Through the training, I've learned how to teach adults. It's a team effort with the students and the teacher doing their part.

Nelson Choto stated:

> For my part, it has been a learning process with this group. It has been great. I don't see the group as a business-like group. It's very friendly. I see the other teachers as friends. It feels great to go to work. At other places I've worked I rarely talked to the coordinator. Here we learn from each other and we share our own experiences.

Wendi Barlow talked about the program:

> The most remarkable thing for me was seeing how much progress my students have made. Duyen and Binh were very quiet in the beginning, but they started participating in the conversations. Binh used to look to others to help him in the class now he is interacting with others on his own. I especially like seeing the interaction between the Latinos and the Asians. At first they didn't talk much to each other. Now they converse with each other on their own. Regular staff meetings were really very helpful to me and I appreciate all the support I got especially from Shobha (Sharma). I learned so much from her and I particularly like the team-teaching.

Student and worker Anita Barajas assembles a track lighting part at Juno Lighting.

Joy Aaronson stated:

> I just want to say that I never felt so supported as a teacher in all my life. I really felt you cared about me, that you wanted the best for me, and that you wanted me to learn. I've been teaching for I think it's going on 16 years, and this kind of attention is really rare. I appreciate it that when you work together, you model. You walk the walk, and the talk or whatever that saying is. You model working together, figuring out what the teachers needed, what the students needed, what everybody needed, and then we followed that with out students. I also personally really appreciate the support in terms of learning. I got to develop some good materials and games, and I put a lot of time into it. I felt like whatever I needed, the program was there. I appreciate my time here, and I know the students benefited from the program as well.

Florence Estes spoke at the final facilitator meeting and she gave the educational program staff certificates of appreciation from UNITE and book bags. She stated:

> I want you to know that you've advanced the cause of working people by your participation in this unique worker education program in which you listened to the needs of the workers.

Company Evaluations of the Worker Education Program

During the program cycle, employers from some of the companies filled out program evaluations documenting competencies gained by the workers. This data demonstrated accomplishment of program goals and objectives. The checklists included questions on indicators of workplace education program quality. The evaluations measured the following work competencies:

Employee Performance	Reading & Writing Abilities
Safety Improvements	English Communication
Worker Productivity	Math & Computation Skills
Worker Promotions	Teamwork & Participation Skills

The results of the evaluations completed by workers' supervisors demonstrated that workers spoke English more frequently on the job and that job performance and skills improved through workers' participation in the program. WEP classes were successful because they incorporated workers' self-identified ESL and workplace needs into the program on a daily basis. Workers spoke English more frequently on the job and job performance and skills improved through workers' participation in the program. A number of workers have been promoted after taking classes through the program.

Bob Staes of Juno Lighting stated:

> One of the most important things that the WEP has provided our workers with is self-esteem. Even more than providing workers with English skills the program has given the workers the ability to believe that they can learn English or a particular work-related skill. We need to empower the workers down on the floor, and in my Safety Committee and on the Advisory Board, I let the workers know that they know how to prevent accidents, not us the managers sitting up in the ivory towers. I know of at least three or four workers who have been promoted as the result of the class, and I will go out on a limb and say that our production has increased as the result of the classes. Sure, we did a lot of other things right too like change our production schedule and work more efficiently, but I know that workers are more confident and they know more about the company as the result of the WEP. Juno is committed to training. Our commitment was shown when we began to pay workers for half of their time in classes. Juno did this because we saw the results of the program, and we are continuing worker education through the Secretary of State grant with shipping workers and more training for the group leaders.

In addition, Jack Songster, the Production Manager at Futuro in Cincinnati, wrote that workers who had attended the classes, showed improvement in their on-the job performance, their computation and measurement skills, and as the result of the program on-line production increased, errors and waste decreased, and that general product quality control improved after the presence of WEP in the factory.

Celebrating the success of the WEP

Anthelmo Iman
Student

Andres Segura
Student

Paula Garcia
WEP Coordinator

Victor Perez
Student

Nelson Soto
Teacher

Conrad Medina
Former Juno Plant Manager

Benigno Tlatenchi
Student

Union Evaluation of the Effectiveness of the Worker Education Program

The union also had the opportunity to evaluate the effectiveness of the program. Union staff representatives evaluated the program. Union evaluation mechanisms included questions about the following items:

Enhanced Union Members' English Communication Skills	Increased Union Members' Self-Esteem & Confidence
Increased Members' Union Involvement	Better Communication with Supervisors & Other Management
Better Understanding of Union Grievance Procedures	Increased Promotions of Rank and File Union Members
Curriculum is Relevant to Union Members' Needs	Enhanced Union Members' Employment Security

As the result of the WEP, the general consensus was that a number of workers were promoted after taking classes through the program, more workers took advantage of other union services including the health center and social services, fewer frivolous grievances were filed, and workers participated more frequently in union activities such as contract negotiations, organizing drives, and local activities. The following comments from UNITE staff and stewards attest to this:

Robert D. Worshill, Chief Shop Steward at the Amalgamated Bank of Chicago, and UNITE Joint Board Trustee and Executive Board member, stated:

> It has been an honor and a privilege to be associated with the WEP. I personally participated in many of the classes, as well as serving as an advisory board member. The overall impact of the program has been very positive. Lines of communication flow freely now, where often they were non-existent! Oral and written skills have significantly improved.

In addition, Worshill said that seven workers at the Amalgamated Bank of Chicago were promoted after taking classes sponsored by the WEP.

Gloria Ortiz, President of UNITE at Claretian Medical Center in Chicago, commented about the program:

Gloria Ortiz, President of UNITE at Claretian Medical Center in Chicago, commented about the program:

> The Worker Education Program has enhanced productivity and instilled a sense of teamwork. The program benefited both members and the company. Thank you for the opportunity to enlighten our level of education in the workplace. We have become a better business.

According to Ms. Ortiz, three students who had taken WEP classes were promoted into management positions.

Danny Powell, Financial Secretary of UNITE Local 210 T and an employee at Cindus in Cincinnati, stated:

> I believe this program was truly a win-win for company and union, and I am sorry to see it end. Now there are less grievances filed.

Joanna Burton, International Representative and Business Agent at National Linen in Louisville, wrote:

> Even though there have been no in-house promotions by the company, one student as a result of the classes is now one of our shop stewards on first shift. I feel that the program would have been more successful if there had not been so many other problems at the time like management changes. Thanks again.

Finally, UNITE's Education Director, Florence Estes, made the following comments about the program:

> The single most important achievement of the program has been to improve union members' basic English literacy skills. The program was very efficiently administered by Northeastern Illinois University using the utmost care to insure quality instruction.

IV. Objectives accomplished

Objective 1: Developing and monitoring of a comprehensive program plan by Advisory Board and Worksite Education Committees

A comprehensive program plan, which includes a plan to increase the capacity of individual plants to provide on-going workplace literacy programs during the project and after funding ends, will be developed by October 31, 1994, and it will be monitored throughout the three-year project by a worker-represented Advisory Board and Worksite Education committees at each target factory.

During the early stages of the three year grant cycle, the program consolidated the two oversight committees. In this way, one committee comprised of all the partners, was charged with the overall monitoring of Worker Education Program classes at each of the companies. All stakeholders including representatives from partner company management, the union, educational providers, and workers met on a regular basis—usually once a month or every other month, planned training and education needs of workers, and monitored the program to steer the direction for educational training at each of the partner companies.

Advisory Committees met regularly at the Amalgamated Bank of Chicago, Claretian Medical Center, Cindus, Enro, Joseph & Feiss, Juno Lighting, Futuro, Suncast, and Velva Sheen.

WEP classes at Cable Manufacturing and Assembly (CMA), Phoenix Closures, Harbrook, and National Linen were directed by a small group of stakeholders (1 worker, 1 union official, and 1 management representative) who met occasionally to steer the educational programs.

Companies such as Party Shoes, Libra, Hartmarx, Citizens Action, Grecian Delight, and Henri Studios did not have classes on site, but their union workers participated in the program at UNITE on weekday evenings and on Saturdays in ESL, Communications via Computer, Spanish Literacy, and GED Preparation classes so Advisory Board meetings were not appropriate in these situations.

Claretian students in Spanish for Health Care Workers role play a scenario on-the-job.

Within the context of the Advisory Board/Worksite Education Committee structure, all stakeholders had an arena in which to provide input about company and workers' training needs, the task analysis process, needs assessment, recruitment of workers, assessment of participants, curriculum development, and recognition ceremonies. Management, workers, union representatives, and educational providers collaborated on the meeting agendas and notes were kept by program staff detailing minutes of the meetings. Once the classes were in progress, meetings focused on how the program was serving the participants; outcomes for all stakeholders; future plans; additional recruitment of workers into existing or future classes; recognition activities; and evaluation activities.

In this way, the goal of co-ownership by all the stakeholders was fulfilled. The Advisory Council model proved to be effective because all who could benefit from a successful worker education program did. Workers, middle management, human resource personnel, program administrators, teachers, and union staff assembled at the table and all had an equal voice in how the program would be tailored to meet workers' training and educational needs. In the final analysis, workers, as well as the union and companies, gained. Often times, the parties did not all agree on what should be taught, how it should be taught, and how recruiting should take place, but in the end, all parties gave here and took here, and finally programs were crafted to meet the specific needs of workers who were union members and employees.

Partners demonstrated an active commitment to the project through collaboration in the planning and the implementation of the project. Through the successful completion of Objective 1, the Worker Education Program's Advisory Committee structure provided an opportunity for the partners to provide overall direction to the project's development and to monitor its implementation. Joe Buonadonna, a business agent for UNITE in Louisville, stated that the advisory committee process has given the union and the company "a chance to work together on something positive." (Buonadonna, *Partners in Progress*, p. 19.)

Objective 2 **Assessment of workplace literacy requirements to develop workplace literacy curricula and staff training in the implementation of the curricula by December 31, 1994**

By December 31, 1994 and by the end of the third month of subsequent project years, workplace literacy requirements will be assessed and documented at each of the targeted worksites. Workplace literacy curricula will be developed and written addressing these requirements, and 12 adult education instructors will increase their ability to implement the curricula at worksites, as measured by pre-post assessments of their knowledge of workplace literacy curricula and instructional skills.

The program began assessing workplace needs and skills in the early stages of the grant implementation. At that time, and whenever a new plant became involved in the project, the director, the coordinators, and the adult education facilitators visited workplaces to perform an assessment of the jobs held by workers involved in the project. The assessment team observed workers in the workplace in order to record step-by-step procedures such as counting, weighing, tagging, packaging, calibration, and data entry. They also interviewed supervisors, workers, union representatives, and shop stewards. The team reviewed work forms, job descriptions, training manuals, safety regulations, and other printed material used at the workplace.

Program curricula was created which reflected the needs and interests of adult workers based on these task analyses. The curriculum development process began in March, 1995 and continued into the last months of the program with short workshops at Claretian Medical Center and at Cable Manufacturing & Assembly. The program constantly reassessed and changed curricula as needs arose. During this three year grant cycle, program staff developed curricula for twenty four classes and six workshops.

The program used a variety of assessment measures including the Test for Adults in Basic Education (TABE) locator, which includes basic math and reading skills, the written and oral BEST ESL placement tests, a holistic writing sample, and, for those students who have little or no ability to read and write in their native Spanish language, the Spanish Literacy Placement Test. In the Customer Service, Communications, Math Skills, Spanish for Medical Personnel, Medical Terminology, Business Writing, Team Building, and GED Preparation classes, facilitators created their own pre-test and post test instruments as these classes did not lend themselves to standardized testing.

An Enro Worker and student in the ESL Class proudly demonstrates her job sewing men's shirts.

In addition, Sabrina Budasi Martin and Paula Garcia created the General Workplace Assessment (GWA), an assessment which measures ESL knowledge in a manufacturing setting. The test has speaking, reading, writing, and listening sections. Workplace literacy providers throughout the country piloted as part of the program's dissemination goal.

While there continues to be a great need for workplace assessment focusing on general workplace skills as well as the manufacturing industry, the Worker Education Program played a pivotal role in the creation of relevant workplace assessment measures. From all accounts, the GWA is an excellent instrument for assessing language and communications skills in a manufacturing environment. The Illinois Secretary of State Literacy Office allowed their funded programs to use this test to report worker progress. Judith Rake, the Director of the Secretary of State Literacy Office wrote about the test: "We have found that this instrument would be particularly useful in the manufacturing industry and especially practical because it serves native and non-native English speaking populations." Assessment and evaluation of learners' progress in workplace education classes and of workers improved job performance took place throughout the grant period and it included a variety of qualitative and quantitative models of measurement. Initial assessment of workers' basic skills and support service needs were carried out according to the previously listed procedures.

After sixteen weeks of instruction, workers were post-tested with the same initial assessment instruments. In addition, facilitators completed progress reports for participating workers, maintained and updated student files with samples of class work for each student, and met with students in one-on-one sessions to discuss their progress and revise their Individualized Educational Plans.

The program used a variety of additional assessment instruments to document workers' progress in job performance on an on-going basis throughout the project including customized workplace tests and competency checklists completed by front-line supervisors. Throughout the grant cycle participants attended an average of 31 class hours and gained an average of 5.1 points on the BEST Oral Test.

Some company managers filled out surveys in which they assessed the effectiveness of the project in areas such as reduced absenteeism, accidents, and turnover; improved productivity, quality control, communication and teamwork skills; increased promotions; and enhanced worker job performance. These reports indicated that the project positively impacted on the company's individual productivity and on workers personal skills

enhancement level and self-esteem. Furthermore, union representatives filled out surveys attesting to the fact that workers filed less frivolous grievances, spoke more English and used more teamwork skills at union meetings and in contract negotiations, participated more actively in their locals, and used union services more often.

WEP implemented staff training program on a regular basis which included techniques of curriculum development, special methods of teaching for workplace environments, as well as a variety of other techniques such as workplace task analysis, student assessment, and program evaluation. In order to undertake these staff development tasks, a number of activities were offered.

First, before adult instructors in the program began teaching, they were involved in a training component which prepared them for teaching in the workplace and included multi-level teaching techniques, adapting workplace forms for instructional use, assessment and evaluation techniques designed for the workplace, developing workplace specific instructional materials, tours of the companies, participation in the development of the curriculum, and issues related to working in union and business cultures. A staff development manual was developed. Facilitators received it as part of pre-service training and used it as a resource guide regularly. Whenever possible, instructors were involved in the task analysis and curriculum development process.

Second, once teaching began the adult instructors participated in a variety of ongoing staff development activities including: monthly teacher meetings focusing on a training theme, attendance at workplace literacy conferences, regular individual feedback to teachers on their classes, regular student evaluations of the teachers and classes, and whenever possible, peer observations. During monthly meetings, instructors voiced their concerns and shared teaching ideas and materials.

Professional staff development at facilitator meetings throughout the grant cycle consisted of the following workshops:

- Adapting Authentic Materials for the Workplace
- Strategies for Teaching Math & Problem-solving in the Workplace
- Swap Shop of Teacher Training Activities (facilitators share successful ESL & workplace lessons) (3sessions)
- Union Issues in the Workplace
- How to Use the Resource Center
- Using the *Guide to Effective Program Practices*
- Writing Objectives for Effective Lesson Planning & Documenting Student Progress
- Using Textbooks Effectively in the Classroom (2 sessions)
- Teachers' Concerns (4 sessions)
- Integrating Computers in the Workplace Literacy Classroom
- Managing Multi-cultural Issues in the Classroom
- How the Immigration Reform Act Impacts Workers
- Using the General Work-Based Assessment
- Reducing Teacher Talk in the ESL Classroom
- Language Experience Approach for Workplace ESL
- Teaching Grammar Inductively
- Techniques for Effective Lesson Planning & Delivery
- Creating Activities for Multi-level Classes
- Customizing ESL Activities & Lesson Plans for the Workplace
- Cooperative Learning
- Multiple Intelligence
- Self-Access Folders
- Worker Education Program Reflections

Thirdly, the program sent educational facilitators to professional development conferences. Facilitators and administration staff attended a variety of workshops and conferences sponsored by Illinois TESOL, the Adult Learning Resource Center, the AAACE Conference, the Network Conference sponsored by the US Community Colleges, and the Workplace Learning Conference. In addition, facilitators attended local ESL and Workplace workshops provided by the Adult Learning Resource Center of Illinois.

Maria Roldan, Yolanda Cano, Gloria Arrecis, and Reyna Garcia practice vocabulary words commonly used at Juno Lighting.

Objective 3 **Identifying 1000 workers for program participation and developing individualized educational plans**

By August 31, 1995, 500 adult workers at project worksites will be identified, assessed, and counseled (and 250 additional workers by August 31st in each of the subsequent project years, for a total of 1,000 workers) in order to develop individualized educational plans based on the assessed needs of workers and be placed in appropriate workplace literacy programs.

Recruitment of workers occurred prior to the start-up of basic skills training classes at the worksites or at the union headquarters. Staff went to the participating plants at lunch time, during breaks, and for recruitment meetings planned by UNITE and the company. At these sessions, staff described the types of classes and supplemental services offered by the program such as child care and transportation stipends; allayed fears about going back to school; and assured workers that tests and other assessment of progress was confidential and that participation in the program regardless of an individual's progress, would not jeopardize their job security. As part of the program's ongoing recruitment process, the program held open houses and information sessions where the program staff answered workers' questions about the program. This face-to-face contact between potential students and participating stakeholders—program staff, union, and company—was an effective recruitment tool. During subsequent recruitment periods, students gave personal testimonies about how the program effected their lives and this was also an incentive to other workers to attend classes. Although the program was able to create an effective recruiting plan, it is important to note that recruitment always remained a challenge for the WEP. As in most adult education programs, it required a balancing act to assure that those workers who registered continued to attend class on a regular basis. Barriers included difficult work schedules, illness in the family, job changes, family emergencies, irregular rides or inability to obtain new car pool arrangements, lack of interest in subject matter, as well as negative peer pressure. Unfortunately, no matter how positively the program was presented by co-workers, UNITE staff and stewards, or the company, many thought that the classes were for "dummies". This attitude was prevalent at the Cincinnati plants as well as in Chicago.

Classes were held at workplaces and at UNITE headquarters. In this way the project offered programs that were easily accessible in places that were familiar to the workers. The project provided child care for workers who attended classes at UNITE headquarters. Transportation stipends were provided to workers attending UNITE evening and

Saturday classes. In addition, transportation and child care stipends were available for workers attending classes at the worksites during non-working hours.

In Bolivar, Ohio the program was able to respond to special needs by collaborating with the Canton Community Services to offer sign language interpretation to two deaf students employed at Cable Manufacturing and Assembly. This support enhanced the students' learning in the classes.

The program was placed in a readily accessible environment conducive to adult learning. In the Chicago area and in the out-of-state sites, workers were assessed and took classes at the companies where they worked. In Chicago, classes were also offered at UNITE headquarters. Classes and workshops at the companies were offered either during work hours or immediately before or after work. Classes offered at UNITE headquarters were held on weekday evenings and on Saturdays for those workers who were unable to attend classes at the worksite. In addition to the previously mentioned Chicago area plants, workers from other plants (UNITE, Grecian Delight, Hartmarx, Libra, and Oxxford) attended classes at the union headquarters.

Objective 3 provided for adult education instructors and adult learners to jointly develop Individualized Educational Plans. During the assessment process, project staff filled out Learner Enrollment Forms with students. Information from the Learner Enrollment Forms, particularly workers' educational goals, was used along with assessment results in the developing Individualized Educational Plans for each worker. Based on initial assessments undertaken with students to gauge the strengths and weaknesses of their basic workplace education skills, students were placed in courses which were appropriate for their level of achievement. Each student's plan detailed his or her individual educational goals and needs, and activities for meeting these goals and needs. These plans were constantly revised throughout each adult learner's participation in the program.

In order to provide both formative and summative outcomes for the project, the overall evaluation design had both quantitative and qualitative features. The quantitative features consisted of pre-post measures using standardized instruments designed to assess the impact of the project on participants' cognitive (i.e. level of knowledge) and affective (i.e., attitudes, dispositions, and values) domains. The evaluation was conducted on an ongoing basis by Ms. Katherine Larson under the direction of Dr. Joseph Fischer who met with program staff, interviewed stakeholders, and observed classes regularly.

Objective 4: Increasing English proficiency and mathematics skills for 425 limited English proficient workers

By September 30, 1997, 425 limited English proficient adult workers will have significantly increased (at the .05 level) their competency in job specific basic skills of English reading, writing, listening, and speaking proficiency and mathematics skills with an average increase of one-half of a standard deviation on pre-post tests of such skills administered to groups of project workers and equivalent non-project groups.

In order to increase the competency of limited English proficient adult workers in speaking, listening, reading, writing, mathematics, communications, team building and other skill areas—classes were set up at the partner companies and at UNITE as the need arose and as identified through the Advisory Board process. Classes were limited to approximately 15 students in order to provide individualized instruction and facilitate class discussion. Sometimes classes had a lower or a higher number of participants depending upon schedules and shifts.

All of the courses incorporated an innovative worker-centered, participatory (Freire, Shor) educational approach. Central to this educational approach was the active participation and involvement of workers in all aspects of the program—from the classroom to the Advisory Committee, from curriculum development to program planning. This kind of ownership allowed workers to play an active part in their own education, honed their decision making skills, and built their self-confidence, which enabled them to attain workplace competencies and participate more fully in the workplace. The language skills in the curricula were holistic, meaning that all four language skills (reading, writing, listening, speaking) were combined and used in meaningful contexts in each class session. The instructors incorporated an eclectic teaching methodology, which allowed educators to integrate the most positive aspects of different second language acquisition methodologies. This diverse approach ensured that students of all different learning styles benefited from instruction and were able to improve their skills. The courses implemented literacy techniques such as the Language Experience Approach which uses the actual words and language patterns of learner-generated stories to make learning meaningful and build self-confidence. In conjunction with the Language Experience Approach methodology, the project published an anthology of student writings, *Working Hands and Active Minds: the Voices of Workers* in the Fall of 1997. This publication was well

Antonia Torres of Juno Lighting works with Reyna Rodriguez, a teacher in the WEP classes at UNITE.

BEST COPY AVAILABLE

received by the participants as well as the public-at-large who received it as part of the WEP's dissemination objective.

All educational methodologies utilized workplace specific language and situations and employed a variety of participatory techniques, including the use of role play, cooperative learning activities, and the incorporation of activities which appeal to visual, aural, and kinesthetic learners. In this way, reading, writing, speaking, and listening skills were integrated into the lives and work of the students.

Workplace Mathematics classes were offered at Brazos, Cable Manufacturing & Assembly, Cindus, UNITE (in the GED class), and at Futuro. Workplace-specific math incorporated concrete workplace problem-solving situations identified during the task analyses. In the Math classes, students used actual workplace contexts to formulate problems focusing on basic arithmetic, fractions, decimals, and percentages. For example, students role-played workplace situations which required computational skills such as performing Quality Control procedures using weighing, measuring, and averaging, or determining the number of skids that will fit in a truck. The use of actual work forms like order and supply forms and quality control forms added relevance and meaning to the math problems.

Objective 5: **Improving job specific basic skills for 575 native English speaking or advanced English speaking workers for increased preparedness for continued and future employment**

By September 30, 1997, 575 adult workers who are native-English speakers or advanced English speakers will have significantly increased (at the .05 level) their basic workplace literacy skills needed for continued and future employment with an average increase of one-half of a standard deviation on pre-post tests administered to groups of project workers and equivalent non-project workers.

Under this objective, the project implemented classes in workplace-specific basic skills such as Math, GED Preparation, Team-Building and Leadership, Communications, and Problem-Solving courses for workers.

In Chicago, the program sponsored a Spanish GED class held at the union on Saturdays. Many of these students also took ESL at their workplaces. The English level of these students was too low to take GED Preparation in English, but they were able to study GED competencies in their native language. Gerardo Ayala, a long time student in the program, took and successfully passed the GED test as well as Fernando Ramirez, Javier Cerda, and Rodrigo Arias. Beta Vargas, who never attended school in her native Mexico, missed passing the test by only forty points. She scored 185 out of a possible 225 points needed to pass the GED test, and she vowed to continue studying until she passed the test. This is significant because the GED test is a summary of four years of regular high school curriculum.

The Worker Education Program provided more ESL classes than originally planned thus objective 5 was revised. The number of students actively pursuing GED study was fifteen programwide. Four passed the test in Chicago, and in Cincinnati four others passed the GED. The rest, according to the teachers, are well on the way to passing the test in the near future.

Instructional strategies employed with these students were the same as described previously in that facilitators drew upon the students' experiences in the workplace using a variety of participatory activities. Instructors adapted materials and activities to address the multi-level needs of the classes. Cooperative learning was employed as a strategy to provide peer support for instruction within the class and to help develop team-building skills needed in the workplace.

Objective 6: Developing and implementing a model of best practices of the workplace literacy project for dissemination both locally and nationally

By September 30, 1997, NEIU will have identified, developed, and documented a model of best practices of its Workplace Literacy Project and will have disseminated the results of this project both locally and nationally, as measured by pre-post tests of the effectiveness of the pilot replications projects in Ohio and Kentucky, a workplace literacy conference at NEIU, and by follow-up assessments to determine the degree to which other agencies and plants have been informed of, replicated, and used elements of the NEIU model of workplace literacy.

Project staff disseminated information about the program to other workplace literacy providers, unions and businesses. Local dissemination opportunities included presenting at conferences sponsored by the Illinois Teachers of English as a Second Language (TESOL), and the Illinois Secretary of State Literacy Office.

On the national level, the project staff disseminated the program model continuously by regularly meeting with the educational providers at Jefferson Community College in Louisville, Unified Technologies Center of Cuyahoga Community College in Cleveland, the Center for Employment Resources of the Great Oaks Institute of Technology and Career Development in Cincinnati, and Stark State College of Technology in Canton, Ohio. The endeavor of replicating the program model in other settings through contractual relationships with local educational providers proved to be challenging at times (previously described in this report), however, all in all this was a positive experience. At Cable Manufacturing and Assembly in Bolivar, Ohio, Joseph & Feiss in Cleveland, The Apparel Group / Enro and National Linen in Louisville, and Cindus, Futuro, and Velva Sheen in Cincinnati and their educational providers, the WEP staff trained, observed, and provided oversight on a regular basis. Although the out-of-state projects served different populations with diverse educational needs, the UNITE members all needed workplace basic skills. This was accomplished by adapting the Worker Education Program's innovative educational program model to meet the needs of UNITE workers in these companies. Through the implementation of the WEP with the out-of-state sites external providers, the Worker Education Program met its dissemination goals.

In addition, program staff disseminated the program model through conference presentations. Since December of 1994, Worker Education Program staff presented at the following conferences:

- In August, 1997, Program Director, Margaret Boyter-Escalona and Coordinator Sabrina Budasi Martin presented *Innovative Partnerships: Components of a Successful Worker Education Program* at '97 Network's Welfare to Work Conference sponsored by the American Association of Community Colleges Employment, Training, and Literacy Consortium in Chicago.
- In May, 1997, Boyter-Escalona, Florence Estes of UNITE, and Leliana Pelaez, a management representative from Juno Lighting presented *The Worker Education Partnership Model* to the Chicagoland Chamber of Commerce's Business and Labor Committee.
- In April, 1997, Program Coordinator, Shobha Sharma, and Boyter-Escalona presented *Staff Development and Workplace ESL: A Symbiotic Relationship* at the Second Annual Workplace Learning Conference in Milwaukee.
- In April, 1997, Sharma and Boyter-Escalona presented *Staff Development and Workplace ESL: A Symbiotic Relationship;* Budasi Martin presented *Customizing ESL Activities for the Workplace;* and Teachers, Wendi Barlow and Wendy Bryant presented *ESL Games for the Workplace* at the Illinois BE/TESOL Conference in Chicago.
- In March, 1997, Sharma presented *Customizing ESL Activities for the Workplace* at the International TESOL Conference in Orlando, Florida.
- In October, 1996, Budasi Martin and Sharma presented *Customizing Activities & Lesson Plans for the Workplace* at the Illinois TESOL Fall Conference in Skokie, IL.
- In October, 1996, Budasi Martin presented *Customizing Activities & Lesson Plans for the Workplace* and Sharma and Boyter-Escalona, presented, *Staff Development and Workplace ESL: A Symbiotic Relationship* at the Adult Learning Resource Center Fall Conference in Oak Brook, IL.
- In October, 1996, Sharma presented *Integrating Basic Software with Basic Skills* at the AAACE Conference in Charlotte, NC.
- In April, 1996, Boyter-Escalona, along Sallie Wilson, a teacher in the WEP, Libby Saries of UNITE, John Baunach of Suncast management, Jose Luis Rico, a Suncast worker, presented *Innovative Partnerships: Involving All Stakeholders in Worker Education Programs* at the First Workplace Learning Conference in Milwaukee. At this same conference, Paula Garcia and Budasi Martin presented *Customized Workplace Assessment: A New Model.* and *Customizing ESL Curriculum and Teaching Activities for the Workplace.*
- In March, 1996, Budasi Martin and Garcia presented *Customized Workplace Assessment: A New Model;* and Sharma, Boyter-Escalona, Baunach from Suncast, Saries from UNITE, and Gerardo Ayala, a worker from Juno Lighting presented *Promising Practices for All Stakeholders in Workplace ESL Programs:* and Budasi Martin, Garcia, and Boyter-Escalona presented *Customizing ESL Curriculum and Teaching Activities for the Workplace* at the International TESOL

Hamy Vuong and Leticia Avila match Juno lamp parts with the picture in Wendi Barlow's ESL for the Workplace class at Juno Lighting.

BEST COPY AVAILABLE

Conference in Chicago.

- In October, 1996, Budasi Martin and Garcia presented Teams *in the Workplace* and Boyter-Escalona, Sharma, and Florence Estes presented *Lifelong Learning: Attitudes and Action* at the UNITE Central States Joint Board Convention in Cleveland, Ohio.
- Sharma and Budasi Martin presented *Customizing ESL Curriculum and Teaching Activities for the Workplace* at the Commission on Adult Basic Education Conference (COABE) in Pittsburg in May,1996, at the Illinois TESOL/BE Winter Workshop in January, 1996, and at the Adult Education Service Center of Northern Illinois Fall Conference in October, 1995.
- Budasi Martin and Garcia presented *Customized Workbased Assessment: A New Model* at the Adult Education Service Center of Northern Illinois Fall Conference in October, 1995.
- In December, 1995, Garcia presented *Integrating Computers in the Workplace ESL Classroom* for the Adult Learning Resource Center's Computer Group at Waubonsee College in Spring Grove, IL.
- In March, 1995, Garcia and Boyter-Escalona presented *Promising Practices of the Workplace Education Partnership* s at the Illinois Adult and Continuing Educators Association Conference in Arlington Heights, IL.
- In March, 1995, Budasi and Sarah Moran presented the *Customizing ESL Curriculum and Teaching Activities for the Workplace* at the Illinois TESOL/BE Conference in Chicago.
- In January, 1995, the program was featured in three presentations at the Illinois Resource Development Center Conference. Sarah Moran, Stephanie Lilly, a management representative from the Amalgamated bank of Chicago, Robert Worshill, a student and union steward at the bank, and the teacher, Marcia LeRoy presented *Successes and Challenges of a Workplace Partnership.;* teachers Sallie Wilson, Susan Womack, and Laura Blake presented *Games for the Workplace;* and Budasi Martin presented *Workplace Instruction for Specific Instruction.*

Additional mechanisms for disseminating the program include the piloting of General Work-based Assessment created by Sabrina Budasi Martin and Paula Garcia which was disseminated to 60 workplace programs nationwide. The program sent curricula to the ERIC Database as well.

In December, 1996, the program released a video, *Partners in Progress: The Worker Education Program* , produced and directed by Robert Hercules of the Media Process Group. The video included footage of advisory board meetings and workplace literacy classes, and interviews with the stakeholders at selected partner companies: Juno Lighting, Joseph & Feiss, and Claretian Medical Center. The film was a program profile, a mechanism for institutionalization, and a dissemination vehicle documenting the need

for educational programs utilizing a partnership model. One viewer commented, "Your partnership model will be helpful to all of us 'advertising' the benefits of workforce education." This film was broadcasted on the local Public Television Station WTTW on two occasions during the Labor Day weekend of September, 1997.

Miriam Burt, of the Center for Applied Linguistics mentioned the program in an article she wrote about successful workplace education programs. In addition, the Center Of Applied Linguistics newsletter, *The Connector,* featured a cover article, *Program Profile: A Worker-Centered Education Program* written by Program Director, Margaret Boyter-Escalona, in its December, 1996 issue. Boyter-Escalona also wrote an article entitled *Integrating Language and Workplace Skills for Worker Enhancement: Outcomes of the Worker Education Program* in the Summer 1997, Illinois TESOL/BE *ITBE Newsletter.*

The monograph, *Partners in Progress,* a monograph by Dr. Florence Estes, was published by Northeastern Illinois University in the Spring of 1997 and distributed to Workplace Literacy providers nationwide. This monograph is a well-written, insightful piece which describes the successes and challenges of the collaborative Worker Education Program model.

V. Evaluation Activities

Dr. Joseph Fischer of National-Louis University was contracted as the external evaluator of the program. Dr. Fischer's assistant, Katherine Larson, met with program staff on a regular basis, observed classes, interviewed participants, reviewed participant files, conducted data analysis, and wrote the final external evaluation report. The external evaluation design of the program was guided by three principal questions:

1) To what extent has the program been effective in achieving the funded objectives?
2) To what extent has the program been effective in meeting the purposes of the Workplace Literacy Program?
3) To what extent has the program been effective in having an impact on targeted worker populations?

As external evaluations, Ms. Larson, under Dr. Fischer's guidance, provided the program with both formative and summative evaluation measures. Their evaluation of the program included quantitative and qualitative features. In order to assess the impact of the program, they compared standardized pre- and post-tests and conducted open ended interviews to measure the cognitive and affective domains of participants. The summative evaluation is included in the final report, and is based on their role as formative evaluators. In their roles as formative evaluators, Dr. Fischer and Ms. Larson provided the program with on-going recommendations for meeting program objectives and guidance about impacting the program's targeted population.

The WEP also conducted its own formative evaluation of the program on an on-going basis, addressing the three principal questions. Some measures of quantitative accomplishment of goals included standardized tests, customized work-based tests, holistic writing samples, attendance records, and program evaluations from partner companies and the union documenting improvements in English communications, safety records, productivity, and enhanced worker performance. Evidence of qualitative evaluation documenting workers' growth and development included student evaluations of the program and progress reports containing individualized learning plans and anecdotal information about participants. Evaluation of progress toward goals and objectives was performed in a variety of ways on a continuous basis. UNITE staff, Advisory Board members, CTC staff, WEP administrators and teachers, and participants themselves formally and informally evaluated the program on a regular basis.

VI . Conclusion

The Worker Education Program successfully accomplished its originally funded objectives. The program provided basic workplace skills courses to UNITE members, created customized curricula based on task analysis, created an exemplary governance structure involving all stakeholders, significantly increased participants' workplace basic education skills in a variety of ways, enhanced many workers' level of self-esteem, and created an exemplary collaborative model of workplace education which was disseminated widely. Workers increased their preparedness for continued and future employment and vastly improved their proficiency in English communication, reading, writing, math, and in other work-related basic skills areas. Because of their participation in the Worker Education Program, many union members are better able to face the challenges of working in a work environment undergoing changes ranging from the introduction of new technology to shifting global competition.

The Worker Education Program's has two important legacies. First, it enhanced workers' skills and self-esteem in countless quantitative and qualitative ways. Second, the program is a collaborative model for adult education programs because the model incorporates all the stakeholders in the decision-making process. When learners are able to play a pivotal role in their own education process, then and only then is the program true to adult education principles which must govern any effective education program where adults are the benefactors.

If we as a society believe in Mezirow's concept of "perspective transformation" that quality education should transform us into acting and moving forward; crystallize a fact or a formula; or allow us to create and do marvelous things then the Worker Education Program transformed lives as the result of innovative educational programs at the workplace and at the union hall. One thing is for certain, and that is if we will be a nation of lifelong learners for the new century, then the U.S. Department of Education must look to programs like the Worker Education Program to demonstrate collaborative and innovative programs to lead the way into the 21st century.

I would like to express my gratitude to my colleagues who collaborated on this report. Thank you to Israel Vargas for data-system design and Power Point presentation; Manuel Mendez for data imput; David Sperling for technical assistance; Pat Stephens, Sabrina Budasi-Martin, R.M. Bernstein, Paula García and Sarah Moran for photography; Omar Castro for design and production; Amy Hendrickson for editing and proofreading; Lee Rhoades for budget and accounting support during the grant; Sabrina Budasi-Martin for excellent record keeping, coordination, and anecdotal reporting; and Shobba Sharma for anecdotal information, record-keeping, data gathering, good humor, and coaching during the report-writing process.

Special thanks also goes to Florence Estes, Libby Saries, Kathy Larson, Joe Fischer, and Jerry Olson for their inspiration and guidance throughout the program.

Thanks and farewell to the workers, UNITE, companies, and educational facilitators. You have enriched my life professionally and personally.

Margaret Boyter-Escalona

Northeastern Illinois University
COLLEGE OF EDUCATION
CHICAGO TEACHERS' CENTER
770 N. HALSTED, 4TH FLOOR
CHICAGO, IL 60622
312.733.7330
312.733.8188